

Los Angeles County Online High School

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Mr. Jose Salas, Principal

Principal, Los Angeles County Online High School

About Our School

As of July 1, 2014, Los Angeles County Online High School is operated by Olin Virtual Academy. The charter is an independent charter school and self-governing.

Contact

*Los Angeles County Online High School
2600 Foothill Blvd., #301
La Crescenta, CA 91214-3588*

*Phone: 800-985-0770
E-mail: jsalas@olinacademy.org*

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Antelope Valley Union High
Phone Number	(661) 948-7655
Superintendent	David Vierra
E-mail Address	dvierra@avhsd.org
Web Site	www.avdistrict.org

School Contact Information - Most Recent Year	
School Name	Los Angeles County Online High School
Street	2600 Foothill Blvd., #301
City, State, Zip	La Crescenta, Ca, 91214-3588
Phone Number	800-985-0770
Principal	Mr. Jose Salas, Principal
E-mail Address	jsalas@olinacademy.org
Web Site	http://www.olinacademy.org
County-District-School (CDS) Code	19642460115337

Last updated: 2/1/2016

School Description and Mission Statement - Most Recent Year

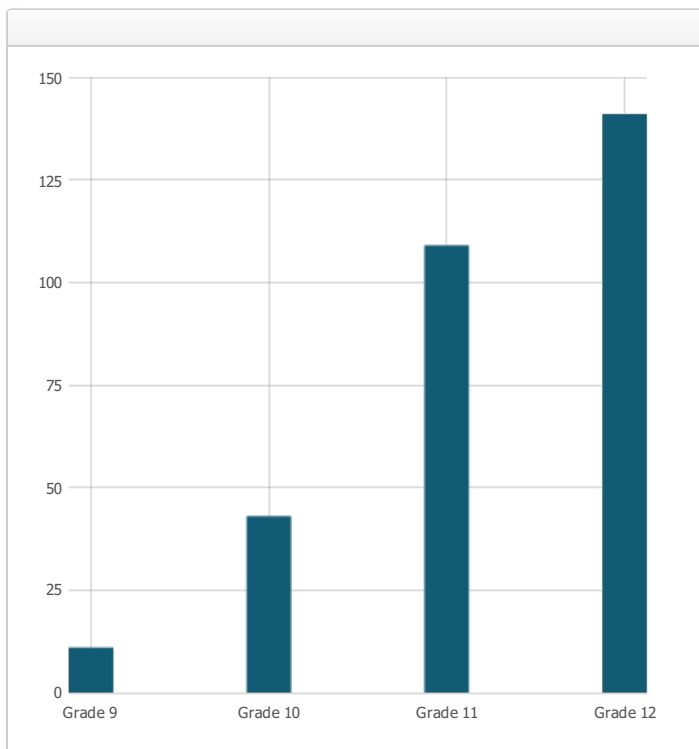
Los Angeles County Online High School (LACOHS) is a virtual, independent-study, 100% online charter school. The students are of all races, income levels, and ability levels. Students reside in Los Angeles, Kern, Ventura, San Bernardino and Orange counties. LACOHS provides every student with a laptop computer and a multi-functioning printer. Low income students are provided with a free wifi device or partial internet access reimbursement. All students are assigned a Student Success Advisor (Teacher) who oversees the student's academic progress. The school is accredited by the Western Association of Schools and Colleges and AdvancEd. OVA's a-g classes are UC Approved and NCAA approved.

Los Angeles County Online High School operates as a full-time, online public high school that serves high school students who have needs that may not be easily met in a traditional school or classroom setting. LACOHS provides a personalized, flexible, innovative, student-led, instructor-facilitated and supervised learning program, where students can study at their own pace, on their own schedule—with instruction, supervision, and support from a team of highly-qualified California-certified instructors. LACOHS also provides a broad selection of online courses aligned against California State standards, while providing each student with equal access to 21st Century Learning.

Last updated: 2/1/2016

Student Enrollment by Grade Level (School Year 2014-15)

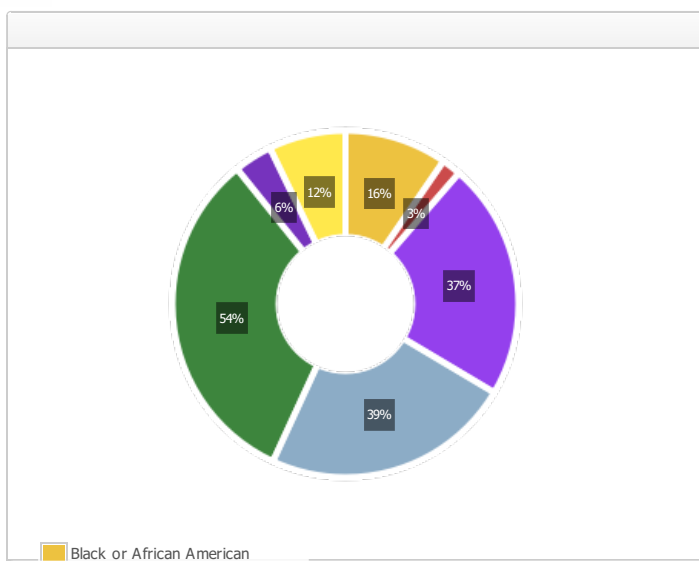
Grade Level	Number of Students
Grade 9	11
Grade 10	43
Grade 11	109
Grade 12	141
Total Enrollment	304



Last updated: 2/1/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	16.4 %
American Indian or Alaska Native	0.0 %
Asian	3.6 %
Filipino	0.0 %
Hispanic or Latino	37.5 %
Native Hawaiian or Pacific Islander	0.7 %
White	39.8 %
Two or More Races	0.0 %
Socioeconomically Disadvantaged	54.6 %
English Learners	6.3 %
Students with Disabilities	12.8 %
Foster Youth	0.0 %



- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth

Last updated: 2/1/2016

A. Conditions of Learning

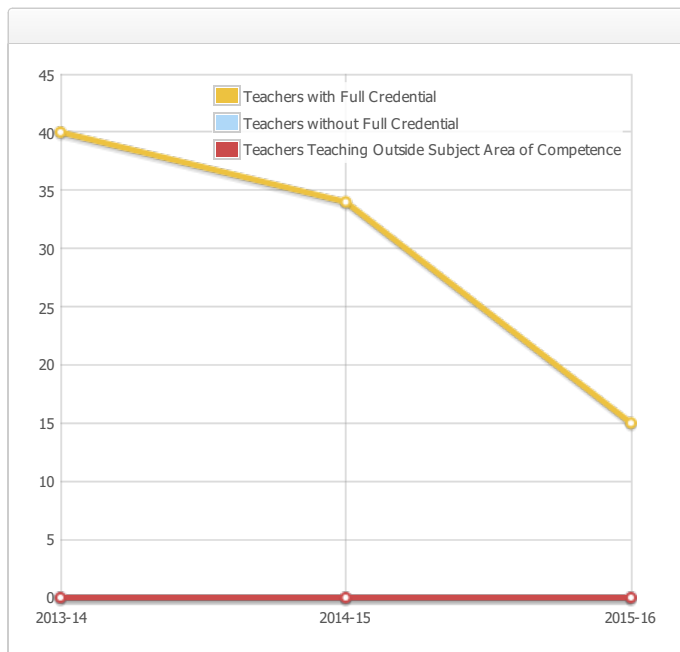
State Priority: Basic

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

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

Teacher Credentials

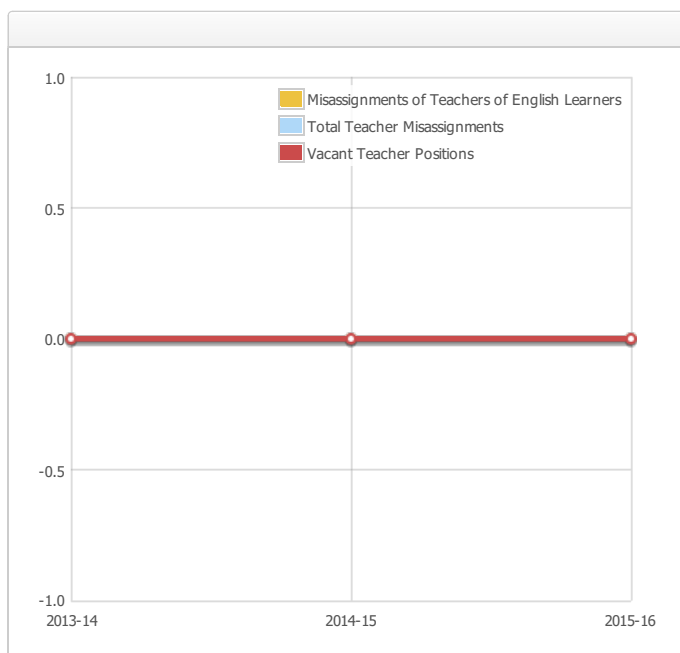
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	40	34	15	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/1/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 2/1/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	95.0%	5.0%
High-Poverty Schools in District	94.0%	6.0%
Low-Poverty Schools in District	97.0%	3.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>For 2015-16, the Olin Virtual Academy governing board adopted the Florida Virtual curriculum, which is aligned with state curriculum frameworks. All necessary resources are provided online through the Canvas software.</p> <p>Canvas is an easy-to-use, cloud-based learning management system (LMS) that connects all the digital tools and resources teachers use into one simple place. It integrates seamlessly with hundreds of apps, empowering teachers and students with countless tools to make teaching and learning easier and more fun.</p>	Yes	0.0 %
Mathematics	<p>For 2015-16, the Olin Virtual Academy governing board adopted the Florida Virtual curriculum, which is aligned with state curriculum frameworks. All necessary resources are provided online through the Canvas software.</p> <p>Canvas is an easy-to-use, cloud-based learning management system (LMS) that connects all the digital tools and resources teachers use into one simple place. It integrates seamlessly with hundreds of apps, empowering teachers and students with countless tools to make teaching and learning easier and more fun.</p>	Yes	0.0 %
Science	<p>For 2015-16, the Olin Virtual Academy governing board adopted the Florida Virtual curriculum, which is aligned with state curriculum frameworks. All necessary resources are provided online through the Canvas software.</p> <p>Canvas is an easy-to-use, cloud-based learning management system (LMS) that connects all the digital tools and resources teachers use into one simple place. It integrates seamlessly with hundreds of apps, empowering teachers and students with countless tools to make teaching and learning easier and more fun.</p>	Yes	0.0 %
History-Social Science	<p>For 2015-16, the Olin Virtual Academy governing board adopted the Florida Virtual curriculum, which is aligned with state curriculum frameworks. All necessary resources are provided online through the Canvas software.</p> <p>Canvas is an easy-to-use, cloud-based learning management system (LMS) that connects all the digital</p>	Yes	0.0 %

tools and resources teachers use into one simple place. It integrates seamlessly with hundreds of apps, empowering teachers and students with countless tools to make teaching and learning easier and more fun.

Foreign Language	<p>For 2015-16, the Olin Virtual Academy governing board adopted the Florida Virtual curriculum, which is aligned with state curriculum frameworks. All necessary resources are provided online through the Canvas software.</p> <p>Canvas is an easy-to-use, cloud-based learning management system (LMS) that connects all the digital tools and resources teachers use into one simple place. It integrates seamlessly with hundreds of apps, empowering teachers and students with countless tools to make teaching and learning easier and more fun.</p>	Yes	0.0 %
Health	<p>For 2015-16, the Olin Virtual Academy governing board adopted the Florida Virtual curriculum, which is aligned with state curriculum frameworks. All necessary resources are provided online through the Canvas software.</p> <p>Canvas is an easy-to-use, cloud-based learning management system (LMS) that connects all the digital tools and resources teachers use into one simple place. It integrates seamlessly with hundreds of apps, empowering teachers and students with countless tools to make teaching and learning easier and more fun.</p>	Yes	0.0 %
Visual and Performing Arts	<p>For 2015-16, the Olin Virtual Academy governing board adopted the Florida Virtual curriculum, which is aligned with state curriculum frameworks. All necessary resources are provided online through the Canvas software.</p> <p>Canvas is an easy-to-use, cloud-based learning management system (LMS) that connects all the digital tools and resources teachers use into one simple place. It integrates seamlessly with hundreds of apps, empowering teachers and students with countless tools to make teaching and learning easier and more fun.</p>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	<p>For 2015-16, the Olin Virtual Academy governing board adopted the Florida Virtual curriculum, which is aligned with state curriculum frameworks. All necessary resources are provided online through the Canvas software.</p> <p>Canvas is an easy-to-use, cloud-based learning management system (LMS) that connects all the digital tools and resources teachers use into one simple place. It integrates seamlessly with hundreds of apps, empowering teachers and students with countless tools to make teaching and learning easier and more fun.</p>	Yes	0.0 %

Last updated: 2/1/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Los Angeles County Online High School is a 100% online school and there are no facilities.

Last updated: 2/1/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	31.0%	46.0%	44.0%
Mathematics (grades 3-8 and 11)	6.0%	16.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	120	16	13.3%	6.0%	25.0%	25.0%	6.0%
Male	120	5	4.2%	--	--	--	--
Female	120	11	9.2%	9.0%	27.0%	27.0%	9.0%
Black or African American	120	0	0.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	120	0	0.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	120	10	8.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	120	6	5.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	120	9	7.5%	--	--	--	--
English Learners	120	0	0.0%	--	--	--	--
Students with Disabilities	120	0	0.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	120	16	13.3%	50.0%	6.0%	6.0%	0.0%
Male	120	5	4.2%	--	--	--	--
Female	120	11	9.2%	55.0%	9.0%	9.0%	0.0%
Black or African American	120	0	0.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	120	0	0.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	120	10	8.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	120	6	5.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	120	9	7.5%	--	--	--	--
English Learners	120	0	0.0%	--	--	--	--
Students with Disabilities	120	0	0.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	31.0%	36.0%	11.0%	41.0%	42.0%	34.0%	59.0%	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	34.0%
All Students at the School	11.0%
Male	--
Female	--
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 2/1/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent

2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

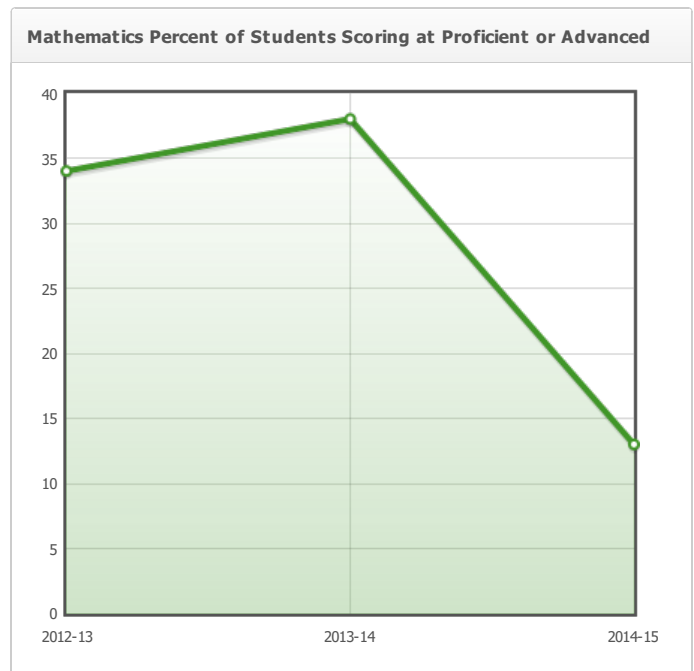
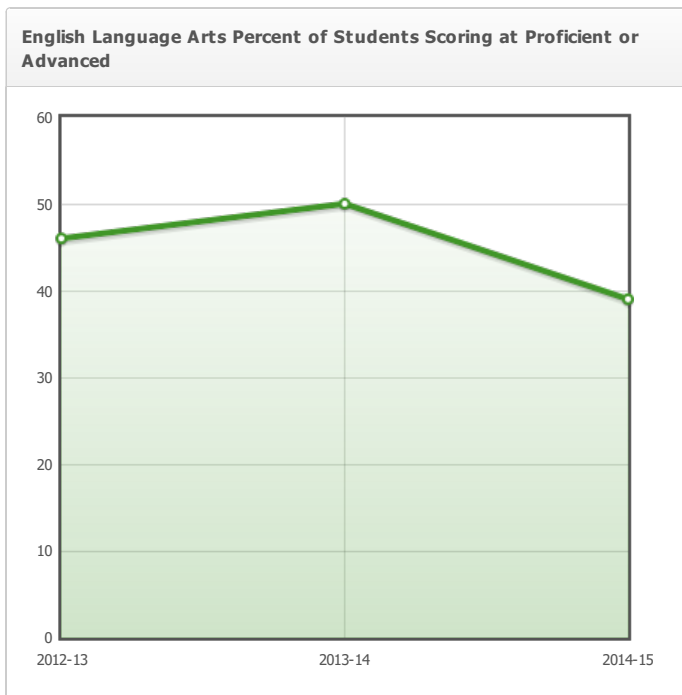
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	46.0%	50.0%	39.0%	47.0%	42.0%	41.0%	57.0%	56.0%	58.0%
Mathematics	34.0%	38.0%	13.0%	46.0%	42.0%	38.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 2/1/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	55.0%	23.0%	22.0%	59.0%	31.0%	10.0%
All Students at the School	61.0%	18.0%	21.0%	87.0%	6.0%	6.0%
Male	80.0%	7.0%	13.0%	88.0%	6.0%	6.0%
Female	38.0%	31.0%	31.0%	86.0%	7.0%	7.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	75.0%	25.0%	0.0%	94.0%	6.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	64.0%	27.0%	9.0%	92.0%	8.0%	0.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	0.0%	16.0%	16.0%

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

Last updated: 2/1/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

Parent participation is encouraged at Los Angeles County Online High School. Parents are encouraged to participate in evaluating our program through surveys and direct feedback. Parents also have the opportunity to network with other parents of online learners through monthly parent meetings and online workshops. As a key support to their students, parents and teachers communicate frequently. Parents are also invited to communicate with the Principal to offer input on school operations, student engagement, satisfaction levels and suggestions for improvements. The Olin Virtual Academy Board of Directors holds open meetings and parents are always welcomed to attend and give input to the Board.

Parents support their student’s education through a "Learning Coach" model as an additional support to our Independent Study program. The Learning Coach is a parent, or other responsible adult, who, in addition to the student’s teachers, supports and monitors student progress and attendance. The Learning Coach has their own log in credentials and 24/7 access. Orientation and training is made available. Additionally, Learning Coaches are copied on all communications between the student and any school personnel, and are able to communicate directly with teachers, counselors and administrators.

State Priority: Pupil Engagement

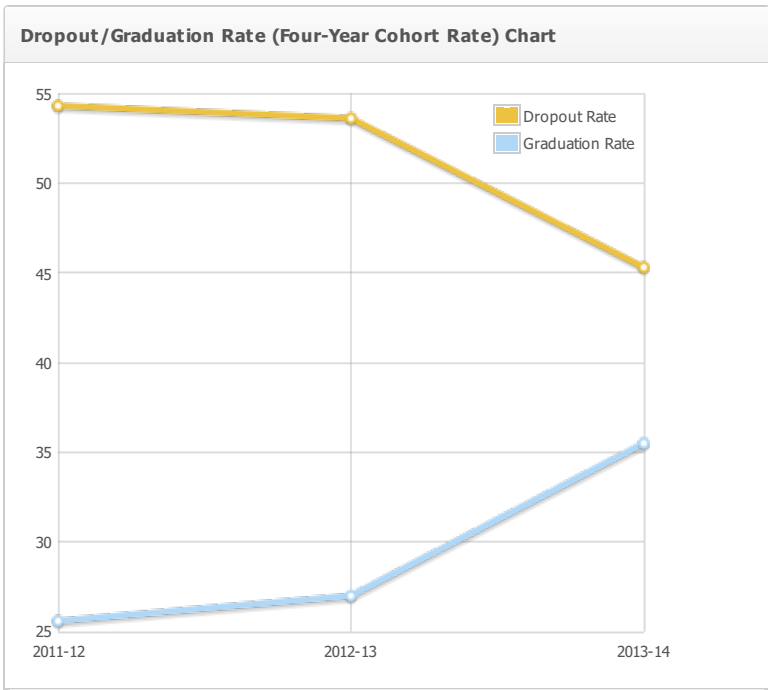
Last updated: 2/1/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	54.3%	53.6%	45.3%	11.0%	10.4%	10.1%	13.1%	11.4%	11.5%
Graduation Rate	25.60	27.00	35.50	78.10	77.70	79.80	78.87	80.44	80.95



Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	81	70	84
Black or African American	32	62	76
American Indian or Alaska Native	84	64	78
Asian	0	79	92
Filipino	76	90	96
Hispanic or Latino	0	72	81
Native Hawaiian or Pacific Islander	57	59	83
White	70	72	89
Two or More Races	62	74	82
Socioeconomically Disadvantaged	64	69	81
English Learners	79	38	50
Students with Disabilities	90	43	61
Foster Youth	--	--	--

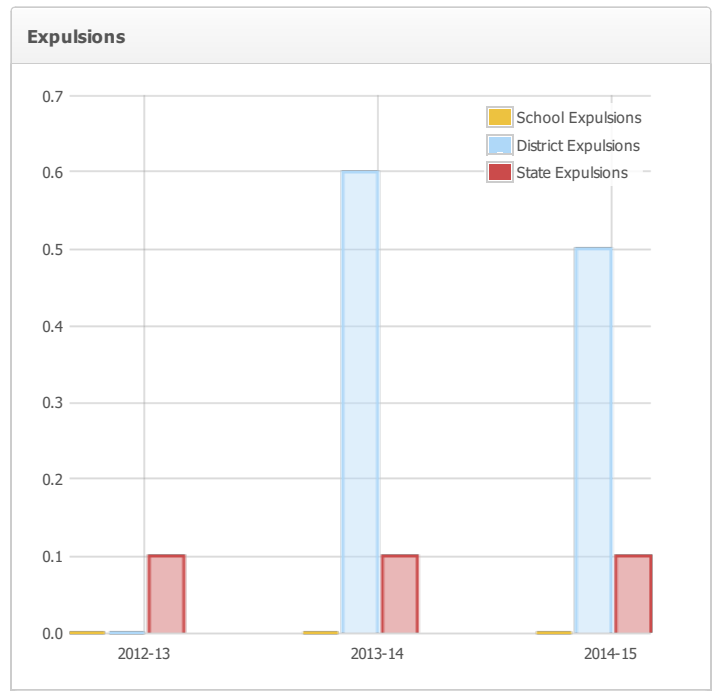
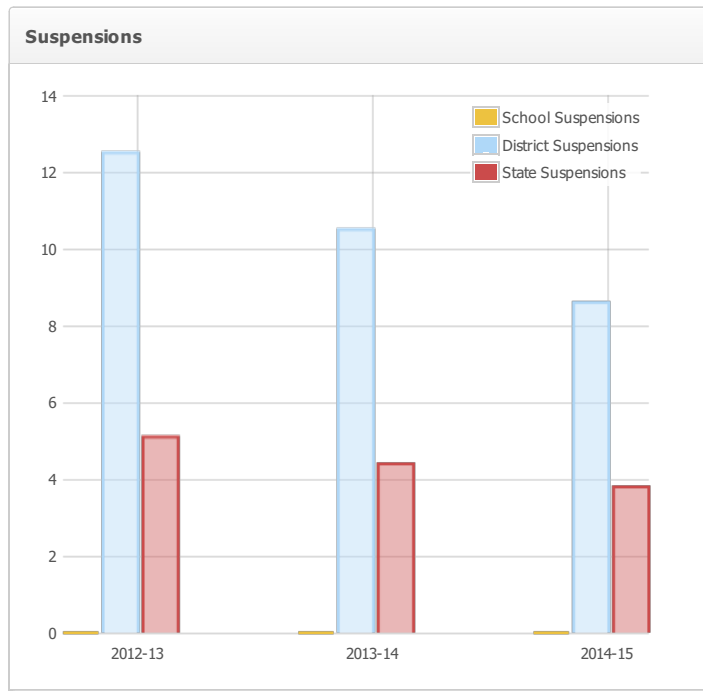
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.0	0.0	12.5	10.5	8.6	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.6	0.5	0.1	0.1	0.1



Last updated: 2/1/2016

School Safety Plan - Most Recent Year

School safety is at the cornerstone of our school climate. It is reinforced with students, faculty and administrators. Los Angeles County Online High School has done due diligence to protect our students' personal information and to guard against cyber predators by installing anti-virus software and security settings on each student's school computer. Students are responsible for installing updates and patches for antivirus software. Students are instructed along with their parents not to change the security settings of their computers. Students must sign an Acceptable User Agreement governing their use of the hardware they are loaned, the internet and email.

The School is committed to providing and maintaining a healthy and safe work environment for all employees which in turn, protects our students. All employees are required to pass a criminal background check and submit a health clearance, including proof that they are free of tuberculosis, prior to employment. Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report any potential health or safety hazards and all injuries or accidents immediately to their supervisor. In accordance with the Charter School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations and offered the hepatitis B vaccination. It is also the duty of all employees to accept and promote the established safety regulations and procedures.

The Charter School is committed to providing a drug- and alcohol-free environment. The Charter School has developed policies which prohibit drug and alcohol use. The school remains committed to promoting a school safety environment that is conducive to maintaining high standards.

School teachers and administrators are mandated to report suspected child abuse cases and play a critical role in the early detection of child abuse and neglect. School staff attend a Mandated Reported Training each year so they are prepared to report suspected child abuse and neglect they may observe.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	
Met Participation Rate - English Language Arts	No	Yes	
Met Participation Rate - Mathematics	No	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	Yes	Yes	

Last updated: 2/1/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	84.6%

Note: Cells with NA values do not require data.

Last updated: 2/1/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	37.0	9	3	7	25.0	7	4	4	22.0	11	2	4
Mathematics	31.0	6	1	7	15.0	4	2		4.0	3		
Science	63.0	1	1	4	24.0	2	1	2	21.0	5		3
Social Science	34.0	6	2	9	18.0	10	1	2	26.0	7	2	5

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/1/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	150.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	4.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8432.0	\$649.0	\$7782.0	\$51849.0
District	N/A	N/A	\$0.0	\$69481.0
Percent Difference – School Site and District	N/A	N/A	--	29.0%
State	N/A	N/A	\$5348.0	\$74908.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/1/2016

Types of Services Funded (Fiscal Year 2014-15)

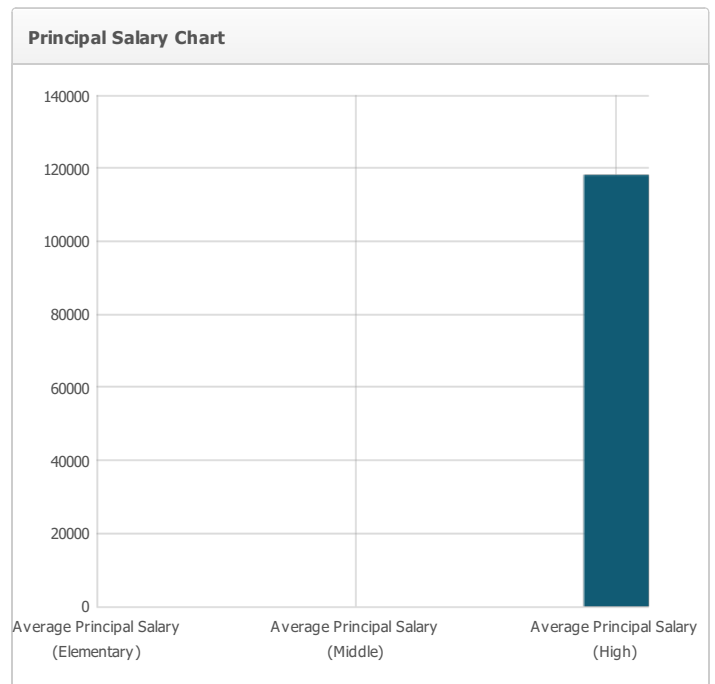
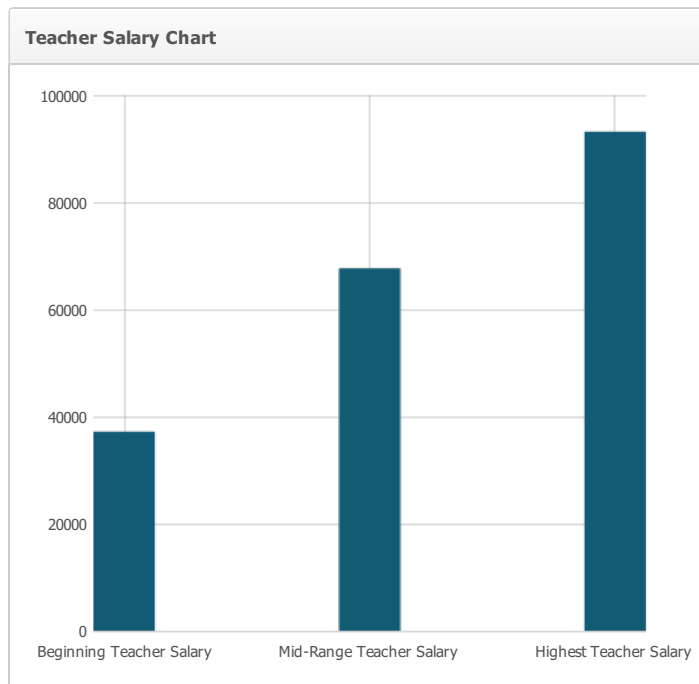
Los Angeles County Online High School (LACOHS) adheres to state and federal regulations for services funded. LACOHS offers a variety of programs and student support services to help students acclimate to the online learning environment, access high quality curriculum and additional support programs for remediation, test preparation, specialized instruction and to facilitate school engagement. LACOHS receives funding for and provides Special Education services. Additionally, LACOHS uses Scantron Assessments to support accurate placement and identification of needed intervention and support, CAHSEE Prep courses, and California Standardized Test preparation and provides additional tutoring services for students needing extra help.

Last updated: 2/1/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,179	\$44,363
Mid-Range Teacher Salary	\$67,669	\$71,768
Highest Teacher Salary	\$93,173	\$92,368
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	\$121,276
Average Principal Salary (High)	\$118,150	\$133,673
Superintendent Salary	\$247,795	\$210,998
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/1/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	3	0.4%

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 2/1/2016

Professional Development – Most Recent Three Years

Teachers benefit from ongoing professional development, which provides a variety of resources to support teachers in their roles, particularly in the areas of curriculum and instruction. Professional development opportunities are a combination of best practices and training along with required annual professional development which is a year-long pursuit focused on providing teachers with the skills and competencies to meet the needs of students and their families.

Ongoing Professional Development consists of monthly online workshops which provide the opportunity for sharing best practices and team building as well as hearing presentations from curriculum experts. Topics covered include assessment, technology, instructional strategies, and content, for example, professional development sessions around student and teacher misconceptions by subject. An online real-time presentation tool is used to facilitate professional development. Additionally, teachers come together for multi-day in-person professional development prior to the start of the school year. Teachers are provided with necessary technology equipment, e-mail accounts, a dedicated teacher help desk for technology support, online classrooms, and operations support. Additionally, teachers are provided access to a comprehensive set of teacher and administrative tools, including customized reporting, to enhance effectiveness.

Last updated: 2/1/2016