

L.A. County High School for the Arts

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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. John Lawler, Principal

Principal, L.A. County High School for the Arts

About Our School

Contact

L.A. County High School for the Arts
5151 State University Dr.
Los Angeles, CA 90032-4221

Phone: 323-343-2550

Email: lawler_john@lacoed.edu

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Debra Duardo
Email Address	duardo_debra@lacoed.edu
Website	http://www.lacoed.edu

School Contact Information (School Year 2019—20)	
School Name	L.A. County High School for the Arts
Street	5151 State University Dr.
City, State, Zip	Los Angeles, Ca, 90032-4221
Phone Number	323-343-2550
Principal	Mr. John Lawler, Principal
Email Address	lawler_john@lacoed.edu
Website	www.lachsa.net
County-District-School (CDS) Code	19101991933399

Last updated: 1/30/2020

School Description and Mission Statement (School Year 2019—20)

MISSION

LACHSA provides and preserves a unique space for diverse, young artists to learn, create, and thrive, inspiring them to discover who they are, their place in the world, and how their creative passion benefits humanity.

ABOUT LACHSA

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

Recognized as one of the premier public arts high school in the U.S., LACHSA is the recipient of numerous awards, including the California Distinguished School for Academic Excellence, Golden Bell Award, Grammy Signature School, Bravo Award for excellence in arts education and the Exemplary School Designation by the Arts Schools Network. LACHSA is also routinely identified as one of "America's Best High Schools" by Newsweek Magazine and one of LA's best high schools by Los Angeles Magazine.

The school serves 550 culturally and socioeconomically diverse teens from more than 80 school districts in the county. Prospective students must meet minimum academic, attendance and behavioral standards, and must audition for acceptance into one of five departments: Cinematic Arts, Dance, Music (vocal and instrumental), Theatre, or Visual Arts. Each department selects its own students through a juried audition or portfolio review process. Once admitted, students can audition to dual-major in Musical Theatre productions.

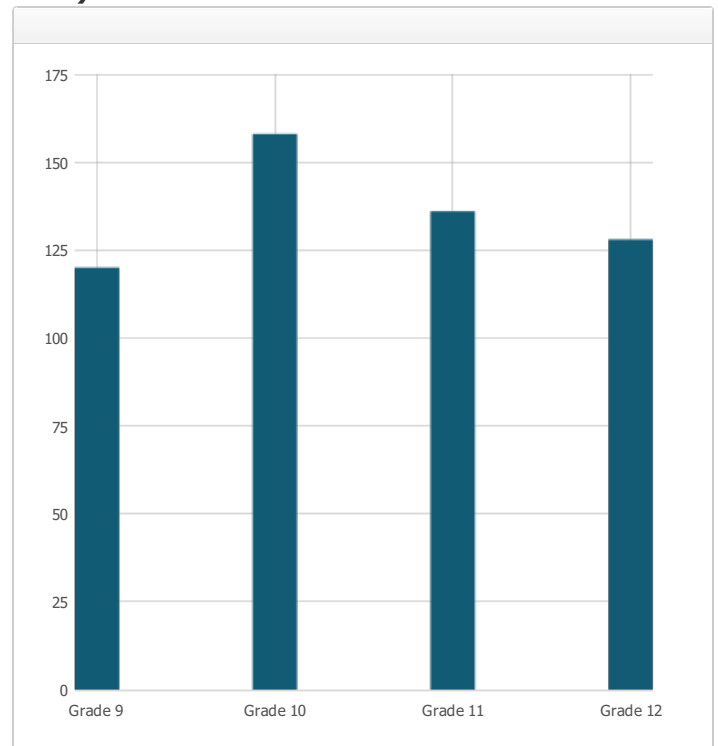
LACHSA is a model small learning community fully integrated within the campus of CSULA, offering students a direct connection to higher education. More than 95% of graduates matriculate to college and many are recruited with scholarships to the world's finest institutions.

The non-profit LACHSA Foundation raises funds to support the conservatory-style arts training offered to students free of charge. Each year, the Foundation works to bridge the gap between available state funding and the actual cost of the arts programs by cultivating and soliciting gifts from individuals, foundations and corporations.

Last updated: 1/30/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	120
Grade 10	158
Grade 11	136
Grade 12	128
Total Enrollment	542



Last updated: 1/14/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	9.60 %
American Indian or Alaska Native	0.40 %
Asian	10.70 %
Filipino	1.80 %
Hispanic or Latino	25.30 %
Native Hawaiian or Pacific Islander	0.20 %
White	34.90 %
Two or More Races	9.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	18.50 %
English Learners	1.10 %
Students with Disabilities	7.00 %
Foster Youth	%
Homeless	0.20 %

A. Conditions of Learning

State Priority: Basic

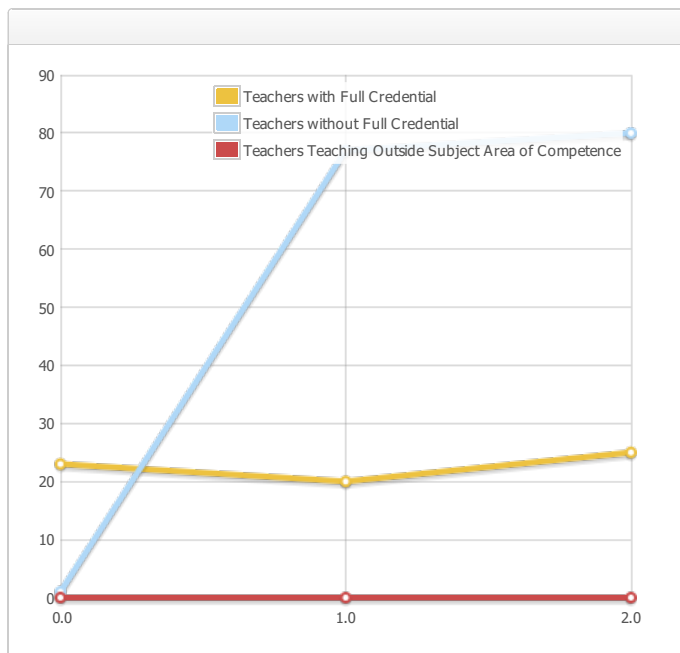
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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

DATA PENDING - INFORMATION FORTHCOMING

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	23	20	25	162
Without Full Credential	1	77	80	81
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

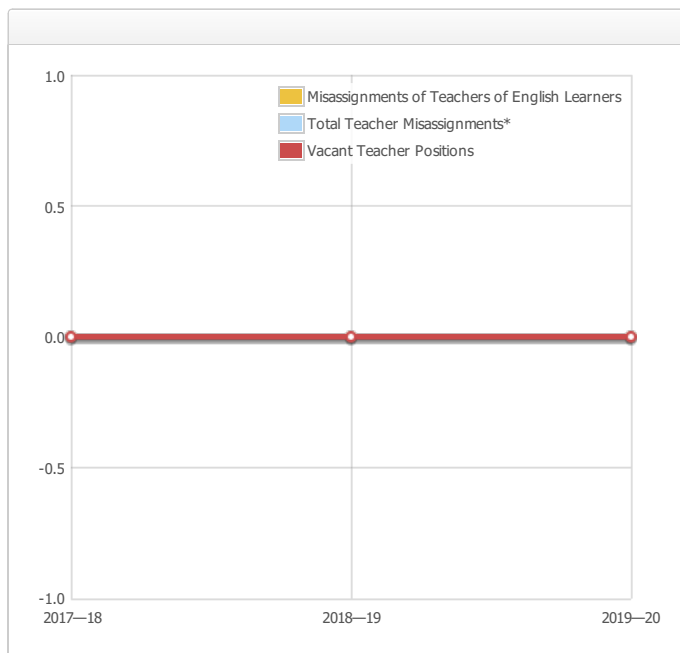


Last updated: 1/14/2020

Teacher Misassignments and Vacant Teacher Positions

DATA PENDING - INFORMATION FORTHCOMING

Indicator	2017—18	2018—19	2019—20
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: 1/14/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections: 9 California Collections: 10 California Collections: 11 California Collections: 12	Yes	0.00 %
Mathematics	Big Ideas Math: Geometry Big Ideas Math: Algebra I Big Ideas Math: Algebra II Precalculus Enhanced with Graphing Utilities Statistics, Modeling the World (4th Edition) Calculus for AP (1st Edition)	Yes	0.00 %
Science	Discovery Edition: Science Techbook, Living Earth Discovery Edition: Science Techbook, Chemistry and Earth Systems Discovery Edition: Science Techbook, Physics Universe	Yes	0.00 %
History-Social Science	World History: Patterns of Interaction Ways of the World The Americans American Pageant US Government: Our Democracy American Government: Institutions and Policies	Yes	0.00 %
Foreign Language	Vistas 4th Edition, 1, 2, 3, 4 T'es Branche, 1, 2, 3, 4	No	0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/23/2020

School Facility Conditions and Planned Improvements

DATA PENDING - INFORMATION FORTHCOMING

The overall rating of the condition of the school facility is good. Systems, cleanliness, restrooms/fountains, safety, structural, and external elements are all graded as good. Interior quality is rated as poor. Electrical quality is rated as fair. There were 2 Mech/HVAC issues that were flagged and resolved. 17 interior issues were flagged, and 3 of them were resolved. 1 overall cleanliness issue was flagged. 17 electrical issues were flagged, and 5 were resolved. 1 sink/fountain issue was flagged and resolved. 1 fire safety issue was flagged. 1 playground/school ground issue was flagged. 7 windows/doors/gates/fences issues were flagged, and 3 were resolved.

Last updated: 1/14/2020

School Facility Good Repair Status

DATA PENDING - INFORMATION FORTHCOMING

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Missing right piece of door trim- hallway side.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Overhead unsecured storage
Electrical: Electrical	Fair	<ul style="list-style-type: none"> • Light fixture flickering when turned on. • Missing outlet cover- single • Decorations hanging from the light fixtures and conduit
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating	Good
----------------	------

Last updated: 1/31/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	77.63%	91.27%	29.17%	50%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	41.66%	55.12%	16.81%	33.12%	38.0%	39.0%

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.

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

Last updated: 1/14/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	132	126	95.45%	4.55%	91.27%
Male	43	40	93.02%	6.98%	82.50%
Female	89	86	96.63%	3.37%	95.35%
Black or African American	16	15	93.75%	6.25%	86.67%
American Indian or Alaska Native					
Asian	17	17	100.00%	0.00%	94.12%
Filipino	--	--	--	--	
Hispanic or Latino	34	33	97.06%	2.94%	84.85%
Native Hawaiian or Pacific Islander					
White	43	40	93.02%	6.98%	95.00%
Two or More Races	15	15	100.00%	0.00%	100.00%
Socioeconomically Disadvantaged	28	26	92.86%	7.14%	76.93%
English Learners					
Students with Disabilities	13	11	84.62%	15.38%	63.63%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

Last updated: 1/14/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	132	127	96.21%	3.79%	55.12%
Male	43	41	95.35%	4.65%	48.78%
Female	89	86	96.63%	3.37%	58.14%
Black or African American	16	16	100.00%	0.00%	37.50%
American Indian or Alaska Native					
Asian	17	17	100.00%	0.00%	94.12%
Filipino	--	--	--	--	
Hispanic or Latino	34	33	97.06%	2.94%	36.36%
Native Hawaiian or Pacific Islander					
White	43	40	93.02%	6.98%	55.00%
Two or More Races	15	15	100.00%	0.00%	60.00%
Socioeconomically Disadvantaged	28	27	96.43%	3.57%	37.03%
English Learners					
Students with Disabilities	13	11	84.62%	15.38%	9.09%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

Last updated: 1/14/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/14/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

The Division of Student Programs, Career Technical Education (CTE) program ensures that students are prepared for the twenty-first century economy. To ensure that all students are ready for post-secondary education and training and to help them transition successfully into the workforce, LACOE-CTE collaborates with community colleges, business and industry, labor organizations, employment agencies, and community organizations in planning workforce preparation training programs that meet the labor market needs in Los Angeles County. CTE courses in the Juvenile Court Schools (JCS) and County Community Schools (CCS) integrate technical training and academics to help students develop workplace and career management skills. Today's CTE program is aligned with the Partnership for 21st Century Skills, Career Technical Education (CTE) Model Curriculum Standards and Common Core English, language arts, and mathematics standards to help students meet college and career expectations. One way that students are equipping themselves to be competitive in the workforce is through attaining industry recognized certifications in their CTE courses.

Last updated: 1/23/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

DATA PENDING - INFORMATION FORTHCOMING

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/23/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.81%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	61.36%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	25.00%	33.00%	25.00%

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

Last updated: 1/15/2020

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 school site

Opportunities for Parental Involvement (School Year 2019—20)

The Parent Education and Consultation Program offers all LACOE families abundant learning opportunities designed to assist them as they support their students' academic achievement. Each year, Parent Liaisons from each Principal Administrative Unit (PAU) hosts two workshops a month for the families within their PAU. The topics include college attendance requirements, improving communication in the family, college, career and technical education possibilities for students, literacy nights, parenting classes, and many more. In school year 2018-19, more than 2,100 parents participated in more than 130 learning opportunities offered to them. The classes are free of charge to all parents. They take place at different locations throughout the county, including school sites, local libraries and the LACOE office in Downey. They are conducted at different times of the day to accommodate for parents' schedules and in the language preferred by the parents.

State Priority: Pupil Engagement

Last updated: 1/14/2020

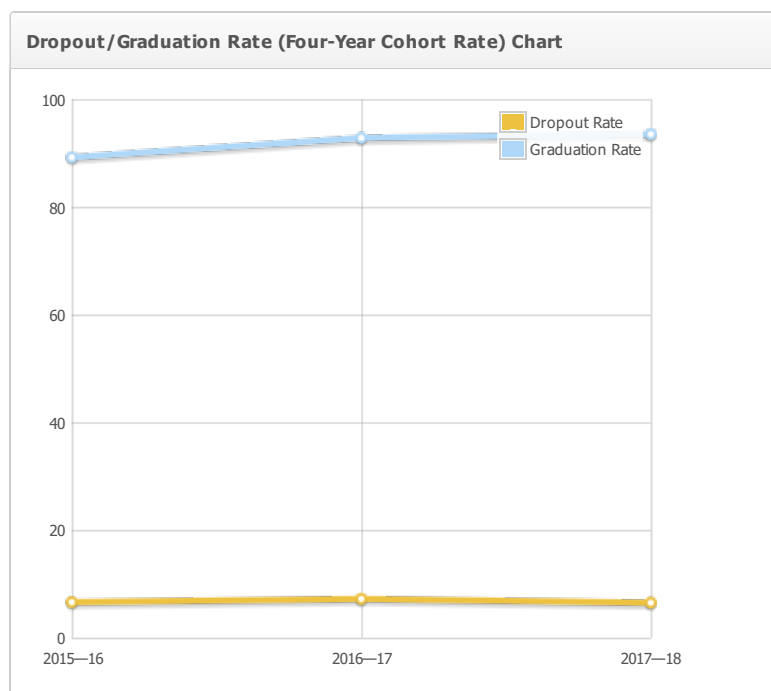
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	6.60%	36.10%	9.70%
Graduation Rate	89.20%	--	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	7.20%	6.50%	35.90%	36.60%	9.10%	9.60%
Graduation Rate	92.80%	93.50%	--	--	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/17/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.40%	0.50%	0.50%	9.30%	9.60%	11.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/17/2020

School Safety Plan (School Year 2019—20)

DATA PENDING - INFORMATION FORTHCOMING

An update to the School Safety Plan was drafted, reviewed and approved by the Shared Decision Making Council on October 4, 2018 and approved on March 1, 2019 by the County Office of Education. The Shared Decision Making Council includes students, parents, teachers and support staff. The key elements of the Safety Plan outline evacuation locations, maps, how to confirm student attendance during a drill, and details contingency plans for a variety of incidents including disasters, suicide, child abuse, sexual harassment, hate crimes and bullying. The safety plan and instructions for parents, staff and students are available on the school's website at lchsa.net.

Summary of Evacuation Procedures

- 1) ALL Floors of the LACHSA Main Building - Students are to assemble in the Primary Assembly Area, which is the front parking lot (Lot 5).
 - AM Classes will be assigned a location in the parking lot by classroom number. PM classes will line up according to Art department.
- 2) Classes in the Music Building and the Luckman / Intimate Theaters - Students are to go to Lot 6, the faculty parking lot next to the Music Building
- 3) Classes in the Fine Arts Building - Classes should find the nearest exit and move to the corner of Lot 8
- 4) Classes in King Hall - Classes should find the nearest exit and move to the corner of Lot 8.

Last updated: 1/23/2020

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00	4	14	4
Mathematics	26.00	5	11	1
Science	27.00	2	11	3
Social Science	27.00	2	11	3

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00	3	14	3
Mathematics	25.00	6	10	2
Science	26.00	4	11	
Social Science	31.00	1	7	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	7	14	1
Mathematics	23.00	7	11	1
Science	25.00	4	11	
Social Science	26.00	4	9	3

* 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: 1/21/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	2

*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.

**Average Number of Pupils per Counselor

Last updated: 1/31/2020

Student Support Services Staff (School Year 2018—19)

DATA PENDING - INFORMATION FORTHCOMING

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.00
Other	1.00

*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: 1/15/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

DATA PENDING - INFORMATION FORTHCOMING

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7630.00	\$239.00	\$7391.00	\$68264.00
District	N/A	N/A	\$17128.00	\$91667.00
Percent Difference – School Site and District	N/A	N/A	79.42%	29.27%
State	N/A	N/A	\$7506.64	\$82746.00
Percent Difference – School Site and State	N/A	N/A	1.55%	10.23%

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

*Last updated: 1/23/2020***Types of Services Funded (Fiscal Year 2018—19)**

A wide variety of services are provided to students based on individual needs. LACHSA offers 504 and Individual Education Plan accommodations, and individual plans are developed in collaboration with students, family, academic counselors, faculty and support staff. Teachers hold office hours three days a week after academic class hours to provide tutoring and additional support for students. Students who participate in after school performances and rehearsals are offered "arts buyback time", which allows for students to use time in arts classes to work on academic homework and study. Students who qualify for Free and Reduced Price Meals are provided daily lunches. A school psychologist and a counselor provide mental health support to students in need.

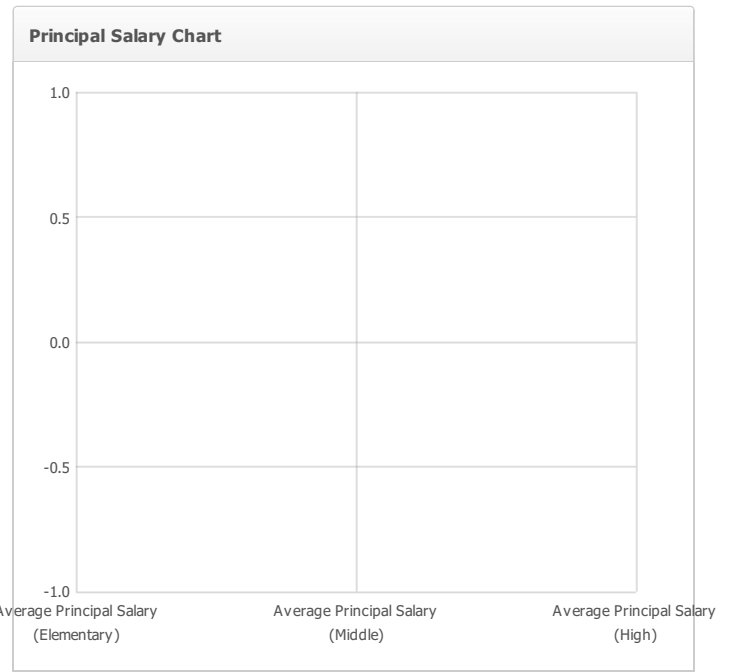
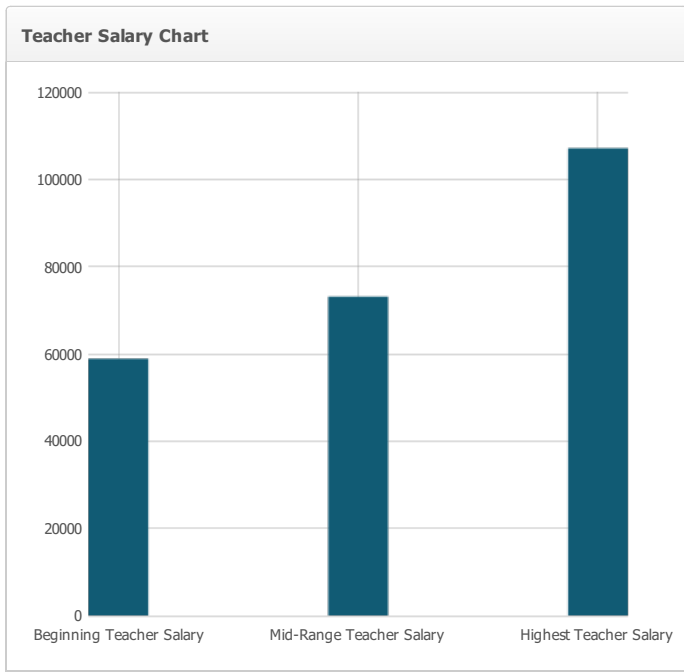
Last updated: 1/15/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

DATA PENDING - INFORMATION FORTHCOMING

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58,873	--
Mid-Range Teacher Salary	\$73,095	--
Highest Teacher Salary	\$107,113	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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



Last updated: 1/30/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	8	N/A
All Courses	14	43.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/15/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	29	31	30