

# La Sierra Charter High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 <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 at <http://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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	La Sierra Charter High School
<b>Street</b>	1735 E. Houston Ave.
<b>City, State, Zip</b>	Visalia, CA 93292
<b>Phone Number</b>	559 733-6963
<b>Principal</b>	Anjelica Zermeño
<b>E-mail Address</b>	<a href="mailto:azermeno@see.tcoe.org">azermeno@see.tcoe.org</a>
<b>Web Site</b>	<a href="http://www.tcoe.org/LaSierra/">http://www.tcoe.org/LaSierra/</a>
<b>CDS Code</b>	5430327

District Contact Information	
District Name	Tulare County Office of Education
Phone Number	559 733-6300
Superintendent	Jim Vidak
E-mail Address	jimv@tcoe.org
Web Site	<a href="http://www.tcoe.org/index.shtm">http://www.tcoe.org/index.shtm</a>

### School Description and Mission Statement (School Year 2016-17)

La Sierra Charter School is an approved Western Association of Schools and Colleges, providing a tuition-free public education and governed by the Tulare County Office of Education. La Sierra provides a rigorous academic education in a strict military environment and is one of three military academies in California.

#### Mission:

Honor, Courage, and Academic Excellence.

At La Sierra we are committed to providing students with values that develop a sense of brotherhood, self discipline, character, and respect for others. Our programs provide leadership to inspire, empower and lead others through promotions and honorary ranks. The school also provides service learning to develop personal honor and pride within the community and post-secondary pathways for students in pursuit of academic excellence and talents.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	27
Grade 8	27
Grade 9	37
Grade 10	44
Grade 11	59
Grade 12	38
<b>Total Enrollment</b>	<b>232</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.4
Asian	0.4
Filipino	0
Hispanic or Latino	74.6
Native Hawaiian or Pacific Islander	0.4
White	22
Two or More Races	0.4
Socioeconomically Disadvantaged	87.1
English Learners	19.4
Students with Disabilities	17.7
Foster Youth	1.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	11	10	7	170
Without Full Credential	1	2	1	27
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	53.1	46.9
All Schools in District	84.1	15.9
High-Poverty Schools in District	56.7	43.3
Low-Poverty Schools in District	95.1	4.9

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 (School Year 2016-17)

Year and month in which data were collected: 8.2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	CSU ERWC Hampton- Brown	Yes	0
Mathematics	Holt	Yes	0
Science	Prentice-Hall	Yes	0
History-Social Science	Glencoe McGraw Hill	Yes	0
Foreign Language	Pearson	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Prentice-Hall	Yes	0
Visual and Performing Arts	Adobe Education	Yes	0
Science Laboratory Equipment (grades 9-12)	Flinn	Yes	0

#### School Facility Conditions and Planned Improvements (Most Recent Year)

The school facilities are in good safety and structural condition. In 2015-16 Simple adjustments such as painting, carpet/linoleum replacement and minor supports were done to keep facilities in good condition.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 6/7/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	BOYS BA: Stained walls/faded paint, need doors, partitions COUNSELOR OFFICE: Needs paint GIRLS BA: Stained walls, need a door replacement on stall JH MALE BA: Stained walls, toilet handle broken, replace rusty panel LIBRARY 2B: Torn carpet, brace cabi
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			MECHANICAL ROOM 2B: Water damage floor/wall
<b>Electrical:</b> Electrical	X			ROOM 4: Lights not working, hole in door frame, leak toilet, replace baseboard, moisture in ceiling above, patch sheet rock-holes, cover drain, mount cabinet, toilet lever broken ROOM 6: Back door missing threshold, back door jammed, leaky toilet, exhaust
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			SCHOOL DINING: Back door needs weather stripping, crack in door, floor lifting in rear, floor lifting in cooking area, leaky faucet water damage
<b>Safety:</b> Fire Safety, Hazardous Materials	X			GA DEPT: ROOM 15 BATH: Stained walls, dirty air vents ROOM 4: Lights not working, hole in door frame, leak toilet, replace baseboard, moisture in ceiling above, patch sheet rock-holes, cover drain, mount cabinet, toilet lever broken
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			GA DEPT:

## Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 6/7/2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	19	18	39	29	44	48
Mathematics	2	1	22	16	34	36

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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	24	22	91.7	
	8	30	27	90.0	23.1
	11	58	55	94.8	23.6
Male	7	15	13	86.7	
	8	22	19	86.4	21.1
	11	33	31	93.9	16.1
Female	11	25	24	96.0	33.3
Hispanic or Latino	7	17	16	94.1	
	8	21	20	95.2	10.5
	11	43	41	95.3	24.4
White	11	14	13	92.9	23.1
Socioeconomically Disadvantaged	7	20	18	90.0	
	8	21	19	90.5	16.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	<b>11</b>	50	47	94.0	19.1
<b>English Learners</b>	<b>11</b>	14	13	92.9	15.4
<b>Students with Disabilities</b>	<b>11</b>	12	11	91.7	9.1

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>7</b>	24	22	91.7	
	<b>8</b>	24	22	91.7	
	<b>11</b>	58	56	96.5	
<b>Male</b>	<b>7</b>	15	13	86.7	
	<b>8</b>	15	13	86.7	
	<b>11</b>	33	32	97.0	
<b>Female</b>	<b>11</b>	25	24	96.0	
<b>Hispanic or Latino</b>	<b>7</b>	17	16	94.1	
	<b>8</b>	17	16	94.1	
	<b>11</b>	43	42	97.7	
<b>White</b>	<b>11</b>	14	13	92.9	
<b>Socioeconomically Disadvantaged</b>	<b>7</b>	20	18	90.0	
	<b>8</b>	20	18	90.0	
	<b>11</b>	50	48	96.0	
<b>English Learners</b>	<b>11</b>	14	14	100.0	
<b>Students with Disabilities</b>	<b>11</b>	12	12	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	15	25	18	30	32	47	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	81	78	96.3	18.0
<b>Male</b>	51	48	94.1	25.0
<b>Female</b>	30	30	100.0	6.7
<b>Hispanic or Latino</b>	58	57	98.3	12.3
<b>White</b>	18	17	94.4	41.2
<b>Socioeconomically Disadvantaged</b>	69	66	95.7	15.2
<b>English Learners</b>	19	18	94.7	
<b>Students with Disabilities</b>	11	11	100.0	18.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

### Career Technical Education Programs (School Year 2015-16)

La Sierra offers a college and career preparation program that prepare students for life beyond high school. Programs prepare students to succeed through the development of hands on and apprenticeship, concurrent college enrollment, effective communication, hands on practice, critical thinking and problems solving, leadership and real world application. Within the CTE Pathway a sequence of courses are aligned to meet the needs of the industry requirements leading to certifications, college credit, apprenticeship and ultimately a career. Advisory Committees including PTO, business representatives from the Carpenters Training Committee Northern California, business community, staff, parents, and students evaluate the programs annually via survey and school wide data. All students are invited to participate in the programs regardless of their socio-economic status, ethnicity and learning abilities. The following CTE pathways are available for students:

Building Trades and Construction  
Graphic Design

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	0
<b>% of pupils completing a CTE program and earning a high school diploma</b>	0
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	1.02

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	9.1	13.6	54.5
9	23.5	26.5	35.3

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (School Year 2016-17)

Parents and the communities are very supportive and essential to the success of the education programs at La Sierra. Parents are invited to join the Parent Advisory PTO and subcommittees at the site and additional opportunities for parental involvement and education exist at the district level. A viable parent volunteer program constantly seeks to involve parents in school programs. LS Charter seeks parent volunteers who could assist in the classrooms, offices, and activities. La Sierra has a reservoir of parents always willing to assist in a variety of ways. La Sierra seeks to engage parents in learning and removing barriers to ensure students extend beyond high school. Parents Enhancing Awareness for College and Career Excellence (PEACCE) a group of parents that advocate for each other and designing their own learning for their child success beyond high school. Parents are an intricate source of support for the classrooms, operations, community involvement and events at the school. Contributions for numerous programs and activities are made by many community partners including but not limited to: Tulare County Office of Education, CHOICES, Kiwanis of Visalia, Lyons Clubs and various other community members.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	13.20	12.80	10.20	13.20	12.80	10.20	11.40	11.50	10.70
Graduation Rate	81.57	82.64	85.36	81.57	82.64	85.36	80.44	80.95	82.27

**Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)**

Group	Graduating Class of 2015		
	School	District	State
All Students	98	37	86
Black or African American	100	17	78
American Indian or Alaska Native	0	50	78
Asian	100	50	93
Filipino	0	0	93
Hispanic or Latino	96	28	83
Native Hawaiian/Pacific Islander	0	67	85
White	100	54	91
Two or More Races	0	50	89
Socioeconomically Disadvantaged	33	5	66
English Learners	100	24	54
Students with Disabilities	100	31	78

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	40.7	26.8	15.0	9.4	8.0	5.0	4.4	3.8	3.7
Expulsions	0.0	0.3	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

Recent shootings and other incidents at schools have heightened public and media scrutiny of how well schools have prepared to respond to emergencies and protect students. More than ever, it is incumbent upon school officials to have a realistic and comprehensive Crisis Response Plan and train staff to use it. It is also imperative that the plan be tested regularly, improved as needed, and updated not less than annually. La Sierra's Crisis Response Plan is a critical subcomponent of the SAFE SCHOOL PLAN and addresses four major facets; Emergency Preparedness, Emergency Management, Emergency Response, and the Preventative Healthy and Safe Schools Initiative. Its primary purpose is to help school officials protect the lives and well-being of students and staff through emergency preparedness planning and the prompt and appropriate response of trained school personnel when a school crisis occurs. School officials must recognize that emergencies are fluid events and the emergency procedures outlined in this plan may not fit every situation. As such, administrators and staff must remain flexible and be prepared to promptly adapt their actions as necessary. School officials must also recognize that in a community-wide crisis, such as a major earthquake or flood, local fire and law enforcement personnel may be overwhelmed and unable to immediately respond to the school's request for assistance. This plan will help prepare the school to be self-sufficient for a time and provide extended care and shelter to students and staff, and to members of the immediate community if needed.

As required by the Education Code, this plan establishes an Emergency Management organization using the Incident Command System (ICS). ICS is an element of the National Incident Management System (NIMS), and California’s Standardized Emergency Management System (SEMS) and provides a uniform set of processes, protocols, and procedures for all emergency responders. Use of the Incident Command System helps ensure that emergency responders at every level of government, including schools, understand their roles and can work effectively and efficiently with each other during emergencies. Though the Incident Command System (ICS) must be used to manage all major school emergencies, it is also a very effective “non-emergency” event planning and management tool. As such, District and school-level administrators are encouraged to promote staff familiarity with the system by using ICS to plan and manage non-emergency school events, such as back-to-school night or graduation.

The Preventative Healthy and Safe Schools Initiative ensures preventative measures to ensure compliance with existing laws related to school safety. These include: child abuse/mandated reporting procedures, discipline policies, policies for discrimination, harassment, intimidation, bullying, gang prevention, identification of security needs, development of prevention and intervention techniques and strategies, training, and ongoing communication and support for staff and students. Through planning, training, and practice, the students and staff at our school will be prepared to respond appropriately to any emergency. This plan will assist us in providing a safe school environment conducive to learning.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	50.0

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18	10	1		13	16	4	1	13	16	4	1
Mathematics	19	8	1		15	13	2	1	15	13	2	1
Science	16	8			16	7	4		16	7	4	
Social Science	18	9	1		15	11	5		15	11	5	

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	NA
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	10,008.00	1,032.00	8,976.00	83,433.00
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A	4.6	
State	N/A	N/A	\$5,677	
Percent Difference: School Site and State	N/A	N/A	58.1	

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

**Types of Services Funded (Fiscal Year 2015-16)**

In addition to general stated funds La Sierra high school receives federal funds that are designed to further support the need of our students. Funds are allocated on a yearly basis after the community, parents, staff, and students review survey and school data to determine the needs of students with the following programs:

- Extend Day Learning Programs
- Career Technology Education
- College and Career Readiness
- Instructional Materials
- Safe and Drug Free Schools & Communities
- Special Education Instructional Resource Services
- Behavioral and Mental Health Services
- Reconnecting youth
- Coping And Support Training
- Character Counts
- Home to School Transportation
- Welfare Services Support
- Truancy Support and Intervention/Prevention
- Homeless Support
- English Language Development

## Professional Development (Most Recent Three Years)

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Together the leadership team which includes administration, teachers, support staff, parent advisory, and students use schoolwide data and surveys to determine the needs for professional development designing the Professional development plan. Professional development is used to assign curriculum, develop formative assessments, assess what students are learning, and adjust curriculum and intervention offerings including technology. Professional development for La Sierra staff takes on a scaffolded approach from schoolwide learning, collaborative learning and individualized support. This includes Common Core State Standards, College Readiness, English Language Development, Differentiated Instruction, Pathways, Project Based Learning, Instructional rounds for schoolwide data, lesson study for content specific groups/peer observation, and one on coaching/reflection. Staff members build teaching skills and concepts through collaborative participation across grade levels and content areas. Staff members also determine their personal level of need and have the opportunity to select outside conferences and workshops that best benefit offering broad-based varieties of professional opportunities for growth. La Sierra charter contracts with outside agencies to provide cutting edge professional development for staff.