

La Sierra Charter High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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

School Description and Mission Statement (School Year 2018-19)

La Sierra High School (LSHS) was established in 2000 by the Tulare County Office of Education (TCOE) as a free, alternative public high school open to all students in the county and surrounding counties. La Sierra Charter School is an approved Western Association of Schools and Colleges and while military philosophy serves as a basis for discipline, respect/ decorum, the school is not affiliated with, and does not recruit for, the armed forces.

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 2017-18)

Grade Level	Number of Students
Grade 7	46
Grade 8	37
Grade 9	33
Grade 10	43
Grade 11	50
Grade 12	42
Total Enrollment	251

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.8
Asian	0.8
Filipino	0.0
Hispanic or Latino	81.7
Native Hawaiian or Pacific Islander	0.0
White	14.7
Socioeconomically Disadvantaged	90.4
English Learners	23.1
Students with Disabilities	12.4
Foster Youth	1.2

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	7	8	10	183
Without Full Credential	1	2	0	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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 and My Perspectives Pearson	Yes	0
Mathematics	Illustrative Mathematics/ Math Vision Project	Yes	0
Science	Prentice-Hall	Yes	0
History-Social Science	Glencoe McGraw Hill/Pearson My World	Yes	0
Foreign Language	Pearson	Yes	0
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. Annually, 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 5/28/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Completed painting, carpet replacements, and addressed interior damage to walls.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
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 Rating (Most Recent Year)

Year and month of the most recent FIT report: 5/28/2018	
Overall Rating	Good

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	6.0	11.0	29.0	45.0	48.0	50.0
Mathematics (grades 3-8 and 11)	2.0	2.0	20.0	31.0	37.0	38.0

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	117	111	94.87	10.81
Male	60	60	100.00	11.67
Female	57	51	89.47	9.80
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	96	91	94.79	8.79
White	17	16	94.12	25.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	109	104	95.41	10.58
English Learners	36	33	91.67	3.03
Students with Disabilities	11	11	100.00	0.00

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	117	112	95.73	1.79
Male	60	60	100	0
Female	57	52	91.23	3.85
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	96	92	95.83	0
White	17	16	94.12	12.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	109	105	96.33	1.9
English Learners	36	34	94.44	0
Students with Disabilities	11	11	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 (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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	65
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33.3

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	66.9
2016–17 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 physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	36.8	15.8	39.5
9	11.1	11.1	48.1

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 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 2018-19)

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 for monthly meetings 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 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	17.4	12.5	3.9	33.5	31.8	17.3	10.7	9.7	9.1
Graduation Rate	80.4	87.5	94.1	34.4	41.4	47.7	82.3	83.8	82.7

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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	97.9	55.1	88.7
Black or African American	100.0	33.3	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	66.7	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	94.6	44.7	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	77.9	92.1
Two or More Races	0.0	100.0	91.2
Socioeconomically Disadvantaged	100.0	46.9	88.6
English Learners	70.0	32.4	56.7
Students with Disabilities	100.0	19.5	67.1
Foster Youth	100.0	33.3	74.1

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	15.0	14.5	16.3	5.0	5.0	3.6	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	14.0	12	4	1	13.0	15	3		14.0	16	2	
Mathematics	13.0	14	2		11.0	14	4		13.0	14	4	
Science	21.0	2	6		13.0	12	1		14.0	11	2	
Social Science	16.0	9	4		12.0	14	3		12.0	17	3	

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	125
Counselor (Social/Behavioral or Career Development)	0	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 (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	10,113.64	1,032.00	8,976.00	83,433.00
District	N/A	N/A	21,079	75,268.00
Percent Difference: School Site and District	N/A	N/A	-80.5	10.3
State	N/A	N/A	\$7,125	79,128.00
Percent Difference: School Site and State	N/A	N/A	23.0	5.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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
 Online Learning
 Home to School Transportation
 Welfare Services Support
 Truancy Support and Intervention/Prevention
 Homeless Support
 English Language Development
 Foster Youth Services

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
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 <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

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

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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, Textbook Training, Pathways, Project Based Learning, Assessment Data training, lesson, Social-Emotional Learning, 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.