

# School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

## Executive Summary School Accountability Report Card, 2009-10

### La Sierra High School

Administrator:	Renè Moncada	Grade Span:	7 - 12
Address:	1735 East Houston Ave., Visalia CA 93292-2349	Phone:	(559)733-6963
Principal:	Jan Mekeel	Grade Span:	9 - 12
Address:	1414 W. Olive, Porterville, CA 93257	Phone:	(559) 782-4748

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

#### School Mission Statement

At La Sierra, we are committed to presenting an educational vision and program that celebrates and assures all of our students are successful. We are a learning community dedicated to assisting all of our youth in becoming adults who are competent, confident, productive and adaptable, with the skills and talents to enable them to successfully contribute to society.

#### Community and School Profile

Located in the San Joaquin Valley of Central California, the La Sierra High Schools of Tulare County Office of Education serve students in the cities of Visalia and Porterville in grades nine through twelve. The schools are available to all high school students who wish to attend and graduate from a new and exciting program that not only supports academic success, but the importance of social and mental well-being. Administrators and teachers are all dedicated to providing a safe, supportive and challenging learning experience in a smaller high school setting for all students.

## Student Enrollment by Grade

School	Code	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enroll
La Sierra High	5430327	29	28	27	58	75	88	306

## Student Enrollment by Group

Group	Percent
African American	7 / 4%
American Indian or Alaska Native	3 / 2%
Asian	4 / 3%
Filipino	1 / .003%
Hispanic or Latino	201 / 60%
Pacific Islander	0
White (not Hispanic)	70 / 31%
Multiple or No Response	0
Socioeconomically Disadvantaged	75.00 %
English Learners	45/15.00%
Students with Disabilities	10%
<b>Total Number of Students</b>	<b>306</b>

## Teachers

Indicator	Teachers
Teachers with full credential	12
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	27.4%
Mathematics	18.9%
Science	65%
History-Social Science	0.8%

## Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	621
Statewide Rank (from 2008 Base API Report)	619
2009-10 Program Improvement Status (PI Year)	N/A

## School Facilities

### Summary of Most Recent Site Inspection

The La Sierra High Schools provide safe and clean environments for their staff and students. The Visalia and Porterville sites include multiple classrooms that support the core curriculum as well as vocational classes in computers and construction trades. Custodial services maintain the facilities at both sites. Tulare County Office of Education schedules regular maintenance to ensure that all classrooms and facilities are maintained to provide a safe and adequate environment for learning.

### Repairs Needed

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			

### Overall Summary of School Facility Good Repair Status (School Year 2009-10)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		<i>Exemplary</i>		

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0 %
Mathematics	0 %
Science	0 %
History-Social Science	0 %
Foreign Language	0 %
Health	0 %
Visual and Performing Arts	0 %

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ LEA Provided
District	\$ LEA Provided
State	\$5,252

## School Completion

School	Code	2008-09 Grade 12 Enrollment	2008-09 Graduates
La Sierra High	5430327	89	44
Level	Code	2008-09 Grade 12 Enrollment	2008-09 Graduates
<a href="#">Tulare County Office Of Education Total</a>	5410546	209	57
<a href="#">Tulare Total</a>	54	6,748	5,068
<a href="#">State Total</a>	00	476,156	382,950

## School Technology

La Sierra High School, 2009-10	
	Number
Computers	144
Students per computer	2.3
Classrooms with Internet	16

# School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office..

## I. Data and Access

### DataQuest

*DataQuest* is an online data tool located at <http://dq.cde.ca.gov/dataquest/> 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

## II. About This School

### Contact Information (School Year 2009-10)

This

School		District	
<b>School Name</b>	La Sierra Military Academy	<b>District Name</b>	Tulare County Office of Education
<b>Street</b>	1735 East Houston Ave.	<b>Phone Number</b>	(559) 733-6300
<b>City, State, Zip</b>	Visalia CA 93292-2349	<b>Web Site</b>	www.tcoe.net
<b>Phone Number</b>	559-733-6963	<b>Superintendent</b>	Jim Vidak
<b>Principal</b>	Renè Moncada	<b>E-mail Address</b>	jvidak@tcoe.org
<b>E-mail Address</b>	rmoncada@see.tcoe.org	<b>CDS Code</b>	54-10546-5430327
School		District	
<b>School Name</b>	La Sierra High School	<b>District Name</b>	Tulare County Office of Education
<b>Street</b>	1414 W. Olive Ave	<b>Phone Number</b>	(559) 733-6300
<b>City, State, Zip</b>	Porterville, CA 93257	<b>Web Site</b>	www.tcoe.net
<b>Phone Number</b>	559-782-4748	<b>Superintendent</b>	Jim Vidak
<b>Principal</b>	Anjelica Zermeño	<b>E-mail Address</b>	jvidak@tcoe.org
<b>E-mail Address</b>	azermeno@see.tcoe.org	<b>CDS Code</b>	54-10546-5430327

## School Description and Mission Statement (School Year 2009-10)

School Description and Mission Statement (School Year 2009-10)

### School Mission Statement

At La Sierra, we are committed to presenting an educational vision and program that celebrates and assures all of our students are successful. We are a learning community dedicated to assisting all of our youth in becoming adults who are competent, confident, productive and adaptable, with the skills and talents to enable them to successfully contribute to society.

### Community and School Profile

Located in the San Joaquin Valley of Central California, the La Sierra High Schools of Tulare County Office of Education serve students in the cities of Visalia and Porterville in grades nine through twelve. The schools are available to all high school students who wish to attend and graduate from a new and exciting program that not only supports academic success, but the importance of social and mental well-being. Administrators and teachers are all dedicated to providing a safe, supportive and challenging learning experience in a smaller high school setting for all students.

## Opportunities for Parental Involvement (School Year 2009-10)

Contact person for La Sierra Military Academy, Visalia:  
Renè Moncada, Administrator

(559) 733-6963

Contact person for La Sierra High School, Porterville:  
Jan Mekeel, Principal

(559) 782-4748

Parents and the communities are very supportive and essential to the success of the educational programs at the La Sierra High schools in Visalia and Porterville. Parents are invited to join Parent advisory committees at the sites and additional opportunities for parental involvement exist at the district level. Contributions for numerous programs and activities are made by many community partners including but not limited to: Tulare County Office of Education: Choices, Porterville Developmental Center, Fylon Foundation and Wal-Mart distribution Center.

## Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

School	Code	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
La Sierra High	5430327	29	28	27	58	75	88	306

## Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent
African American	7 / 4%
American Indian or Alaska Native	3 / 2%
Asian	4 / 3%
Filipino	1 / .003%
Hispanic or Latino	201 / 60%
Pacific Islander	0
White (not Hispanic)	70 / 31%
Multiple or No Response	0
Socioeconomically Disadvantaged	75.00 %
English Learners	45/15.00%
Students with Disabilities	5.00 %
<b>Total Number of Students</b>	<b>306</b>

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

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	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	17.7	16	7		19.9	13	7		14	18		
Mathematics	23.7	5	8		22.0	9	3		13	14		
Science	26.2	3	2	4	21.6	6	4		13	7		
Social Science	25.1	3	10	2	22.0	7	11		14	15		

## III. School Climate

**School Safety Plan (School Year 2009-10)** provides information about the school's comprehensive safety plan.

Tulare County Office of Education makes the safety of students and staff a priority. The high schools are in compliance with all laws, rules and regulations pertaining to hazardous materials and State earthquake standards. Fire drills are held at least twice a year and disaster drills are conducted on a yearly basis. A disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. All of the schools have a closed campus for lunch. Visitors must check in at the front desk and receive proper authorization to be on the school site. Visitors will be provided with passes to display.

School administration and the Tulare County Office of Education have placed a great emphasis on campus safety and security. Staff members supervise students on campus at all times. The Comprehensive Safety Plan is revised by the staff at the individual sites each year to address their particular campus needs in order to ensure a safe and orderly learning environment. Components of the Safety Plan include the following:

- Child abuse reporting procedures
- Teacher notification of inappropriate student behavior procedures
- Disaster response procedures
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code policies.

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	3.6	.05	.04	18.3	.08	.13
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The La Sierra High Schools provide safe and clean environments for their staff and students. The Visalia and Porterville sites include multiple classrooms that support the core curriculum as well as vocational classes in computers and construction trades. Custodial services maintain the facilities at both sites. Tulare County Office of Education schedules regular maintenance to ensure that all classrooms and facilities are maintained to provide a safe and adequate environment for learning.

### School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	N/A	√			
<b>Interior:</b> Interior Surfaces	N/A	√			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	N/A	√			
<b>Electrical:</b> Electrical	N/A	√			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	N/A	√			
<b>Safety:</b> Fire Safety, Hazardous Materials	N/A	√			
<b>Structural:</b> Structural Damage, Roofs	N/A	√			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	√			
<b>Overall Rating</b>	Good				N/A

## V. Teachers

**Teacher Credentials** This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	14	14	12	125
Without Full Credential	2	1	0	9
Teaching Outside Subject Area of Competence	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the [CDE Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	85.29	14.79
All Schools in District	94.2	5.8
High-Poverty Schools in District	96.9	3.1
Low-Poverty Schools in District	100.0	0

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	306
Library Media Teacher (Librarian)		Provided by Tulare County Office of Education
Library Media Services Staff (paraprofessional)		Provided by Tulare County Office of Education
Psychologist		Provided by Tulare County Office of Education
Social Worker		Provided by Tulare County Office of Education
Nurse		Provided by Tulare County Office of Education
Speech/Language/Hearing Specialist		Provided by Tulare County Office of Education
Resource Specialist (non-teaching)		Provided by Tulare County Office of Education
Other		Provided by Tulare County Office of Education

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Each student is issued a Board adopted textbook or core literature book for their class. Issued texts are for home and school use.	0%
Mathematics	Each student is issued a Board adopted textbook or core literature book for their class. Issued texts are for home and school use.	0%
Science	Each student is issued a Board adopted textbook or core literature book for their class. Issued texts are for home and school use.	0%
History-Social Science	Each student is issued a Board adopted textbook or core literature book for their class. Issued texts are for home and school use.	0%
Foreign Language	Each student is issued a Board adopted textbook or core literature book for their class. Issued texts are for home and school use.	0%
Health	Each student is issued a Board adopted textbook or core literature book for their class. Issued texts are for home and school use.	0%
Visual and Performing Arts	All hands-on materials are available for student use.	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,795.04	\$1227.38	\$ 8,567.66	\$75,974
District	\$ 10,465.40	\$ 2099.51	\$ 8,365.89	\$75,974
Percent Difference – School Site and District	-6.4 %	-41.5 %	2.4%	
State	N/A	N/A	\$5,512	
Percent Difference – School Site and State				

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,795.04	\$1227.38	\$ 8,567.66	\$75,974
District	\$10,665	\$ 2099.51	\$ 8,365.89	\$75,974
Percent Difference – School Site and District	0.08%	.42%	?	
State	N/A	N/A	\$5,512	
Percent Difference – School Site and State				

## Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Narrative LEA Provided

## Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	45,574	
Mid-Range Teacher Salary	61,276	
Highest Teacher Salary	87,145	
Average Principal Salary (High)	115,623	
Superintendent Salary	193,171	
Percent of Budget for Teacher Salaries	%	%
Percent of Budget for Administrative Salaries	%	%

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level,

including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2010 STAR Program Summary Results to the Public guide](#). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2008-09	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	7	12	27	27	34	46	46	50	54
Mathematics	1	9	19	25	27	31	43	46	56
Science	7	19	16.9	14	26	38	46	50	55
History-Social Science	5	6	12.5	7	7	21	36	41	47

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results by Student Group (School Year 2009-10)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	26	19	32	30
Pacific Islander	*	*	*	*
White (not Hispanic)	22	19	15	*
Male	29	26	18	5
Female	20	2	19	1
Economically Disadvantaged	17	18	18	24
English Learners	*	*	*	*
Students with Disabilities	*	*	*	*

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	27.8	50	70	30.5	40	53	52.9	79	69
Mathematics	10.9	51	49	18.1	39	42	51.3	80	67

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

Number of Grade 10 Answer Documents Processed: 72

Any column that exhibits **10 or less students** is not considered to be numerically significant and is not reported by the State of California.

### All Students Tested

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Redesignated Fluent-English Proficient (RFEP) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
La Sierra High	# Tested	Math	64	4	8	5	50	14
La Sierra High	Passing	Math	32 (50%)	n/a	n/a	n/a	27 (54%)	5 (36%)
La Sierra High	# Tested	ELA	66	5	8	6	52	14
La Sierra High	Passing	ELA	46 (70%)	n/a	n/a	n/a	37 (71%)	9 (64%)

School	Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	African American or Black	White	Two or more races
La Sierra High	# Tested	Math	64	32	32	0	0	0	0	44	0	1	19
La Sierra High	Passing	Math	32 (50%)	17 (53%)	15 (47%)	n/a	n/a	n/a	n/a	21 (48%)	n/a	n/a	11 (58%)
La Sierra High	# Tested	ELA	66	33	33	0	1	0	0	45	0	2	18
La Sierra High	Passing	ELA	46 (70%)	24 (73%)	22 (67%)	n/a	n/a	n/a	n/a	31 (69%)	n/a	n/a	12 (67%)

### All Students Tested CAHSEE Language Arts

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above*
All Students Tested	66	46	70%	20	30%	363	20%

### Grade

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Tenth	62	31	50%	31	50%	351
Eleventh	71	28	39%	43	61%	342
Twelfth	60	15	25%	45	75%	339
Adult Students	1	--	--%	--	--%	--
Unknown	0	--	--%	--	--%	--

## Gender

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
Male	33	22	67%	11	33%	359	15%
Female	33	24	73%	9	27%	366	24%
Unknown	0	--	--%	--	--%	--	--%

## Race/Ethnicity

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
American Indian or Alaska Native	0	--	--%	--	--%	--	--%
Asian	1	--	--%	--	--%	--	--%
Native Hawaiian or Pacific Islander	0	--	--%	--	--%	--	--%
Filipino	0	--	--%	--	--%	--	--%
Hispanic or Latino	45	31	69%	14	31%	360	18%
African American or Black	0	--	--%	--	--%	--	--%
White	2	--	--%	--	--%	--	--%
Two or more races	18	12	67%	6	33%	367	22%
Unknown	0	--	--%	--	--%	--	--%

## Language Fluency

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
English Only Students	47	31	66%	16	34%	364	21%
Initially Fluent English Proficient (IFEP)	5	--	--%	--	--%	--	--%
Redesignated Fluent English Proficient (RFEP)	6	--	--%	--	--%	--	--%
English Learner Students	8	--	--%	--	--%	--	--%
Unknown	0	--	--%	--	--%	--	--%

## Economic Status

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
Non-Economically Disadvantaged Students	14	9	64%	5	36%	361	14%
Economically Disadvantaged Students	52	37	71%	15	29%	363	21%
Unknown	0	--	--%	--	--%	--	--%

## Migrant Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
Students Receiving Services	0	--	--%	--	--%	--	--%

## Special Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
Students Receiving Services	5	--	--%	--	--%	--	--%

## Students Tested with Modification

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
Students Tested with Modification	0						

## Economically Disadvantaged by Ethnicity\*

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
American Indian or Alaska Native	0	--	--%	--	--%	--	%
Asian	0	--	--%	--	--%	--	%
Native Hawaiian or Pacific Islander	0	--	--%	--	--%	--	%
Filipino	0	--	--%	--	--%	--	%
Hispanic or Latino	38	26	68%	12	32%	360	18%
African American or Black	0	--	--%	--	--%	--	18%
White	2	--	--%	--	--%	--	18%
Two or more races	12	9	75%	3	25%	371	25%

## Not Economically Disadvantaged by Ethnicity\*

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
American Indian or Alaska Native	0	--	--%	--	--%	--	25%
Asian	1	--	--%	--	--%	--	25%
Native Hawaiian or Pacific Islander	0	--	--%	--	--%	--	25%
Filipino	0	--	--%	--	--%	--	25%
Hispanic or Latino	7	--	--%	--	--%	--	25%
African American or Black	0	--	--%	--	--%	--	25%
White	0	--	--%	--	--%	--	25%
Two or more races	6	--	--%	--	--%	--	25%

## All Students Tested CAHSEE Mathematics

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
All Students Tested	64	32	50%	32	50%	356	23%

## Gender

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
Male	32	15	47%	17	53%	354	19%
Female	32	17	53%	15	47%	357	28%
Unknown	0	--	--%	--	--%	--	--%

## Race/Ethnicity

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
American Indian or Alaska Native	0	--	--%	--	--%	--	--%

Asian	0	--	--%	--	--%	--	--%
Native Hawaiian or Pacific Islander	0	--	--%	--	--%	--	--%
Filipino	0	--	--%	--	--%	--	--%
Hispanic or Latino	44	21	48%	23	52%	353	20%
African American or Black	0	--	--%	--	--%	--	--%
White	1	--	--%	--	--%	--	--%
Two or more races	19	11	58%	8	42%	362	32%
Unknown	0	--	--%	--	--%	--	--%

## Language Fluency

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
English Only Students	45	22	49%	23	51%	357	27%
Initially Fluent English Proficient (IFEP)	6	--	--%	--	--%	--	--%
Redesignated Fluent English Proficient (RFEP)	5	--	--%	--	--%	--	--%
English Learner Students	8	--	--%	--	--%	--	--%
Unknown	0	--	--%	--	--%	--	--%

## Economic Status

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
Non-Economically Disadvantaged Students	14	5	36%	9	64%	354	21%
Economically Disadvantaged Students	50	27	54%	23	46%	356	24%
Unknown	0	--	--%	--	--%	--	--%

## Migrant Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
Students Receiving Services	0	--	--%	--	--%	--	--%

## Special Education Program Participation

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
Students Receiving Services	4	--	--%	--	--%	--	--%

## Students Tested with Modification

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
Students Tested with Modification	1						

## Economically Disadvantaged by Ethnicity\*

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
American Indian or Alaska Native	0	--	--%	--	--%	--	%
Asian	0	--	--%	--	--%	--	%

Native Hawaiian or Pacific Islander	0	--	--%	--	--%	--	%
Filipino	0	--	--%	--	--%	--	%
Hispanic or Latino	37	20	54%	17	46%	354	22%
African American or Black	0	--	--%	--	--%	--	22%
White	1	--	--%	--	--%	--	22%
Two or more races	12	7	58%	5	42%	364	33%

### Not Economically Disadvantaged by Ethnicity\*

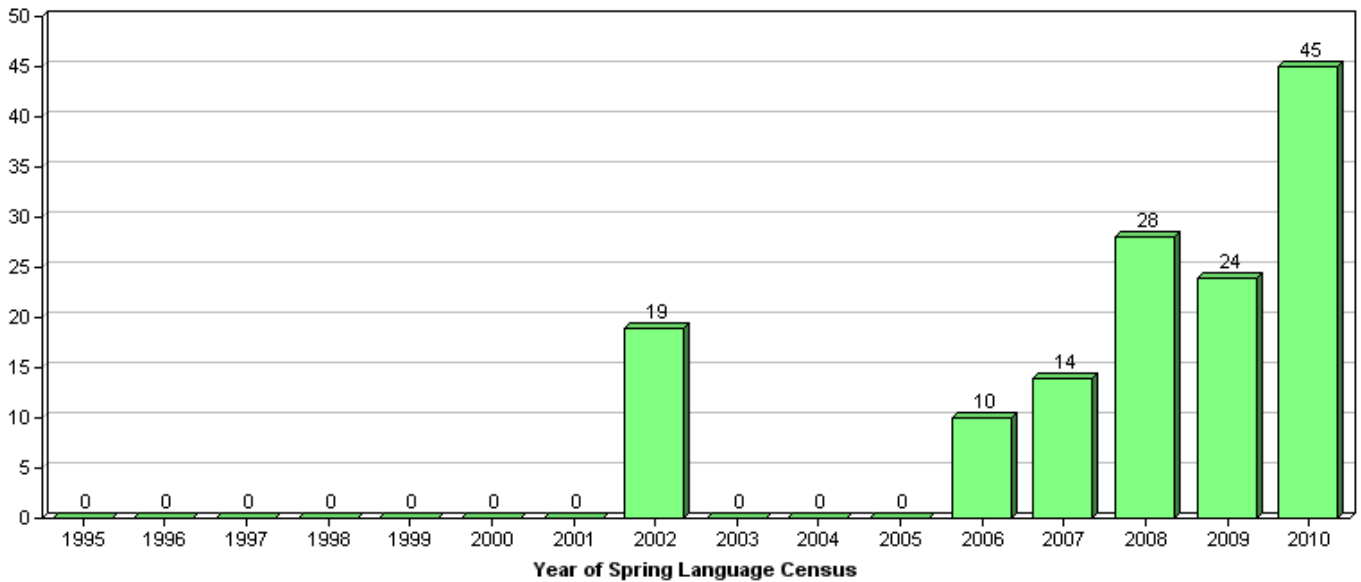
Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above**
American Indian or Alaska Native	0	--	--%	--	--%	--	33%
Asian	0	--	--%	--	--%	--	33%
Native Hawaiian or Pacific Islander	0	--	--%	--	--%	--	33%
Filipino	0	--	--%	--	--%	--	33%
Hispanic or Latino	7	--	--%	--	--%	--	33%
African American or Black	0	--	--%	--	--%	--	33%
White	0	--	--%	--	--%	--	33%
Two or more races	7	--	--%	--	--%	--	33%

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Tested or Passing	Subject	All Students	Female	Male	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	African American or Black	White	Two or more races	
La Sierra High	# Tested	Math	105	58	47	0	0	0	0	78	0	2	25
La Sierra High	Passing	Math	39 (37%)	21 (36%)	18 (38%)	n/a	n/a	n/a	n/a	26 (33%)	n/a	n/a	13 (52%)
La Sierra High	# Tested	ELA	96	45	51	0	0	0	0	70	0	2	24
La Sierra High	Passing	ELA	54 (56%)	24 (53%)	30 (59%)	n/a	n/a	n/a	n/a	39 (56%)	n/a	n/a	14 (58%)

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Number of English Learners for La Sierra High



## California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	1	1	1
Similar Schools	1	1	1

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at the School	-47	61	78	621
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	-55	58	73	533
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	-87	91	67	541
English Learners				
Students with Disabilities				

• State Accountability: Academic Performance Index (API) Top of Form

Number of Students included in the 2010 Growth API	API				Met Growth Target		
	2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
136	621	543	13	78	Yes	Yes	Yes

Similar Schools

Median API				
<table border="0"> <tr> <td style="text-align: center;">2010 Growth</td> <td style="text-align: center;">2009 Base</td> </tr> <tr> <td style="text-align: center;">697</td> <td style="text-align: center;">683</td> </tr> </table>	2010 Growth	2009 Base	697	683
2010 Growth	2009 Base			
697	683			

## Subgroups

	Number of Students Included in 2010 API	Numerically Significant in Both Years	Subgroup API				Met Subgroup Growth Target
			2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	
Black or African American	4	No					
American Indian or Alaska Native	2	No					
Asian	0	No					
Filipino	0	No					
Hispanic or Latino	97	Yes	605	532	13	73	Yes
Native Hawaiian or Pacific Islander	0	No					
White	33	No					
Two or More Races	0	No					
Socioeconomically Disadvantaged	117	Yes	608	541	13	67	Yes
English Learners	35	No					
Students with Disabilities	9	No					

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

## Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	No	No

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

### Met 2009 AYP Criteria

## GROUPS

### Schoolwide

	Participation Rate		Percent Proficient	
	English-Language Arts	Mathematics	English-Language Arts	Mathematics
African American or Black (not of Hispanic origin)	--	--	--	--
American Indian or Alaska Native	--	--	--	--

Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	Yes	Yes	--	--
Pacific Islander	--	--	--	--
White (not of Hispanic origin)	--	--	--	--
Socioeconomically Disadvantaged	Yes	Yes	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

## XI. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-9	2006-07	2007-08	2008-09
Dropout Rate (1-year)	41.5	29.5		26.9	24.2	28.2	4.2	3.9	5.7
Graduation Rate	35.2	36.4	31.7	21.8	17.5	15.2	80.6	80.2	78.6

### Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008- 09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

### La Sierra High Report

School	Code	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
La Sierra High	5430327	23	1	0	0	2	2	15	1	0	44

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development may take the form of trainings, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principals, teachers, and other support personnel take part in these activities. Staff members build teaching skills and concepts through collaborative participation between both sites as

well as in conferences and workshops throughout the year. For the past three years, the district has offered three full staff development days as well as half days throughout the school year. During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies and methodologies, standards-alignment, curriculum mapping, effective literacy practices, differentiation of instruction, technology integration, benchmark assessments, and data evaluation to drive instruction. For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

### **Cool Nights**

In partnership with the Tulare County Office of Education, La Sierra assists in hosting "Cool Nights" annually. Targeted are incoming eighth grade students and their families. The event is a community-centered support effort that provides parents and students with helpful information about the individual school sites. Local community groups, the local Police Departments, university representatives, and the principals are available during the event to answer questions and provide information about school programs, as well as opportunities within the community.