La Sierra High
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2022-23 School Contact Information

School Name	La Sierra High
Street	1735 E. Houston Ave.
City, State, Zip	Visalia, CA 93292
Phone Number	559 733-6963
Principal	Jose Bedolla
Email Address	jose.bedolla@tcoe.org
School Website	https://www.tcoe.org/LaSierra
County-District-School (CDS) Code	54105465430327

2022-23 District Contact Information

District Name	Tulare County Office of Education
Phone Number	559 733-6300
Superintendent	Tim Hire
Email Address	tim.hire@tcoe.org
District Website Address	https://tcoe.org/

2022-23 School Overview

La Sierra High 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 High is an approved Western Association of Schools and Colleges Program that utilizes the six pillars of CHARACTER COUNTS!: Caring, Citizenship, Fairness, Respect, Responsibility, Trustworthiness combined with the military philosophy to serve as a basis for discipline, respect/ decorum, the school is not affiliated with, and does not recruit for, the armed forces. These values form an integral infrastructure for student interaction with staff and each other.

La Sierra High is a unique school that serves all students and all abilities including serving as a safety net for students who are struggling academically and socially that utilize La Sierra High for a new opportunity for learning and growth. La Sierra cadets grow in their knowledge, maturity and interdependence, ultimately leading them to successful futures in their own communities. A strong network of wrap-around support services are provided: life skills training, digital literacy, attendance/truancy intervention, bullying awareness and student training, college and career planning, health services, and student mental health. La Sierra High addresses students' barriers to learning and proactively engages them in a comprehensive instructional program that yields successful learning and student advancement.

Vision and Mission Statement: La Sierra High Cadets and Staff pursue excellence with honor and courage. Our mission is to equip, empower and engage Cadets to succeed in academics and life. The programs at La Sierra High provide leadership that inspires, empowers and leads students through promotions and honorary ranks. These programs provide service-learning activities that develop personal honor and pride within the community and post-secondary pathways for students in pursuit of academic excellence and career advancement.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	34
Grade 8	30
Grade 9	33
Grade 10	47
Grade 11	43
Grade 12	36
Total Enrollment	223

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.5
Male	60.5
American Indian or Alaska Native	1.3
Asian	0.9
Black or African American	0.0
Filipino	0.4
Hispanic or Latino	77.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.1
White	16.6
English Learners	25.1
Foster Youth	1.8
Homeless	1.3
Migrant	3.6
Socioeconomically Disadvantaged	83.9
Students with Disabilities	17.5

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.50	72.48	120.70	60.54	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	6.07	10.30	5.21	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	0.76	8.30	4.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	10.34	22.30	11.20	12115.80	4.41
Unknown	1.40	10.21	37.50	18.85	18854.30	6.86
Total Teaching Positions	14.50	100.00	199.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.50	
Total Out-of-Field Teachers	1.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

La Sierra High updated Mathematics, 7-8th Grade Science, Pearson Social Studies, ELA, My Perspectives, Hampton-Brown ELD, and added Classroom Libraries to all ELA classes in the Fall semester of 2020 during the COVID school year. A new curriculum adoption will take place during the spring semester of 2023 for all 7-12 grade levels.

Year and month in which the data were collected	11.2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CSU ERWC Hampton- Brown and My Perspectives Pearson	Yes	0
Mathematics	Illustrative Mathematics/ Math Vision Project/Carnegie Math	Yes	0
Science	Prentice-Hall/Pearson	Yes	0
History-Social Science	Glencoe McGraw Hill/Pearson My World/DBQ	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

The most recent FIT report determined that our school site has facility repairs that will need to be completed both externally and internally on our school grounds for school improvement efforts. Facility improvements will be made annually to address immediate and long term school projects in the areas of school maintenance and repair.

Year and month of the most recent FIT report	12/9/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Replace HVAC Vent covers in the kitchen area.
Interior: Interior Surfaces			X	Annual polishing and buffering of school classroom floors. Annual painting of any school classrooms and offices that need maintenance and repair.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X	Weekly deep cleaning and disinfecting of all school classrooms and office areas.
Electrical		X		Add additional circuitry outlets in school classrooms, office spaces and kitchen area.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Annual polishing and buffering of all school restroom floors. Annual painting of any school restrooms that need repair and restoration.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Rain Gutters on the West Wing of campus need to be diverted underground.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Replace door and window laminates in designated areas on school campus.

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
    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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

-   Aligned with CA CCSS for ELA and mathematics;
-   Available to students in grades 3 through 8, and grade 11; and
-   Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

-   Smarter Balanced ELA and mathematics summative assessments;
-   Other assessments meeting the SBE criteria; or
-   Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	12	N/A	30	N/A	47
Mathematics (grades 3-8 and 11)	N/A	3	N/A	20	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	106	101	95.28	4.72	11.88
Female	45	42	93.33	6.67	7.14
Male	60	58	96.67	3.33	13.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	80	76	95.00	5.00	10.53
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	17	16	94.12	5.88	25.00
English Learners	23	22	95.65	4.35	4.55
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	86	82	95.35	4.65	12.20
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	15	93.75	6.25	6.67

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	106	102	96.23	3.77	2.94
Female	45	44	97.78	2.22	2.27
Male	60	57	95.00	5.00	3.51
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	80	78	97.50	2.50	2.56
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	17	16	94.12	5.88	6.25
English Learners	23	22	95.65	4.35	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	86	83	96.51	3.49	2.41
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	15	93.75	6.25	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	5.13	--	--	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	78	83.87	16.13	5.13
Female	36	29	80.56	19.44	0
Male	57	49	85.96	14.04	8.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	75	64	85.33	14.67	4.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	8	72.73	27.27	--
English Learners	20	16	80	20	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	80	67	83.75	16.25	5.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	9	81.82	18.18	--

2021-22 Career Technical Education Programs

La Sierra High offers a college and career preparation program that prepares students for life beyond high school. Programs prepare students to succeed through the development of concurrent college enrollment, effective communication, hands on practice, critical thinking and problem-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 ELAC, SSC and PTO, business representatives from the local community, staff, parents, and students evaluate the programs annually via survey and school wide data outcomes. 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 at La Sierra High:

Design Visual & Media Arts
Food Service & Hospitality

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	112
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	40	40	40	40	40
Grade 9	46	46	46	46	46

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and our local communities are very supportive and essential to the success of the educational programs at La Sierra High. Parents are invited to join the Parent Advisory PTO organization as well as our subcommittees (ELAC & SSC) at the site for monthly meetings. Additional opportunities for parental involvement and education also exist at the county level. A viable parent volunteer program constantly seeks to involve parents in school programs and outreach. La Sierra High seeks parent volunteers who could assist in the classrooms, offices, and in the completion of school activities.   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 too: Kiwanis of Visalia, Lyons Clubs, and various other community service agencies.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		3.6	12.9		49.8	15.1		8.9	7.8
Graduation Rate		96.4	87.1		45	49.3		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	31	27	87.1
Female	16	14	87.5
Male	15	13	86.7
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	27	23	85.2
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	30	26	86.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	286	272	77	28.3
Female	113	109	30	27.5
Male	172	162	47	29.0
American Indian or Alaska Native	3	3	0	0.0
Asian	2	1	0	0.0
Black or African American	2	1	1	100.0
Filipino	1	1	0	0.0
Hispanic or Latino	223	212	62	29.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	12	11	2	18.2
White	43	43	12	27.9
English Learners	63	62	15	24.2
Foster Youth	9	9	6	66.7
Homeless	7	7	1	14.3
Socioeconomically Disadvantaged	244	232	68	29.3
Students Receiving Migrant Education Services	12	12	3	25.0
Students with Disabilities	44	43	15	34.9

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	13.38	2.60	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.43	23.08	0.20	3.39	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	23.08	0.00
Female	25.66	0.00
Male	21.51	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	22.87	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	41.67	0.00
White	20.93	0.00
English Learners	20.63	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	22.95	0.00
Students Receiving Migrant Education Services	25.00	0.00
Students with Disabilities	15.91	0.00

2022-23 School Safety Plan

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 no less than annually. La Sierra High'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. La Sierra High's Crisis Plan is reviewed annually to include updates and revisions. After each monthly drill (i.e., earthquake, fire, active shooter, family release) is conducted the team comes together to review practices and make necessary adjustments.

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, first-aid, blood-borne pathogens, seizure, 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 La Sierra High will be prepared to respond appropriately to any emergency. This plan will assist us in providing a safe school environment conducive to learning. The La Sierra High School Safety Plan is reviewed and revised annually then approved and adopted by the La Sierra High School Site Council in March and then approved and adopted by the Tulare County Office of Education's Board.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	15	3	
Mathematics	13	13	4	
Science	14	8	2	
Social Science	13	11	4	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	28	2	
Mathematics	8	22		
Science	9	17	2	
Social Science	8	23		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	23	6	
Mathematics	13	10	3	
Science	14	10	3	
Social Science	10	16	4	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	223

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,113.64	1,032.00	8,976.00	83,433.00
District	N/A	N/A	14,190.00	
Percent Difference - School Site and District	N/A	N/A	-45.0	-25.3
State	N/A	N/A	$6,594	
Percent Difference - School Site and State	N/A	N/A	30.6	5.3

2021-22 Types of Services Funded

In addition to general stated LCFF funds, La Sierra High 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 via the following programs:

Extended 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
Character Counts
Online Learning
Welfare Services Support
Truancy Support and Intervention/Prevention
Homeless Support
English Language Development
Foster Youth Services

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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		

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Together the leadership team which includes administration, teachers, support staff, parent advisory, and students uses school-wide data, surveys and focus groups to determine the needs for professional development in 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 which also includes the advent of technology capacity building efforts. Professional development for La Sierra High staff utilizes a scaffolded approach based on school-wide learning, collaborative partnerships and individualized support learning outcomes.

This includes Common Core State Standards, College Readiness, English Language Development, Textbook Training, Pathways, Project Based Learning, Assessment Data training, lesson study, Social-Emotional Learning, and one on one 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 individual learning via the offering of broad-based varieties of professional opportunities for growth and advancement. La Sierra High contracts with outside agencies via grants (CVNIC, CalEdPartners, and TCOE Title III Consortium) to provide cutting-edge professional development for staff members.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4