

# La Sierra High (Alternative)

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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](#) 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., 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.

### Sandi Layana, Principal

Principal, La Sierra High (Alternative)

#### About Our School

#### Contact

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Fullerton, CA*

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# About This School

## Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Fullerton Joint Union High
<b>Phone Number</b>	(714) 870-2800
<b>Superintendent</b>	Scott Scambray
<b>E-mail Address</b>	<a href="mailto:sscambray@fjuhsd.org">sscambray@fjuhsd.org</a>
<b>Web Site</b>	<a href="http://www.fjuhsd.net">www.fjuhsd.net</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	La Sierra High (Alternative)
<b>Street</b>	951 North State College Blvd.
<b>City, State, Zip</b>	Fullerton, Ca,
<b>Phone Number</b>	714-447-5501
<b>Principal</b>	Sandi Layana, Principal
<b>E-mail Address</b>	<a href="mailto:slayana@fjuhsd.org">slayana@fjuhsd.org</a>
<b>County-District-School (CDS) Code</b>	30665143030335

*Last updated: 2/1/2016*

## School Description and Mission Statement - Most Recent Year

### School Description for La Sierra High School:

La Sierra High School (LSHS) is an alternative school serving the needs of high school age and Adult Transition Program students. In 2011 LSHS received a six-year term of accreditation from the Western Association of Schools and Colleges and had a successful mid-term review in 2014. According to Ed-Data in 2013/14 (last year data available), the school's student population is identified as 77.6% Hispanic, 14.1% White, 3.6% Asian, 2.3% African American, .3% American Indian, .4% Native Hawaiian, .7% Filipino, and 1% two or more races.

LSHS is an integral part of the Fullerton Joint Union High District. The District covers a fifty-square mile area serving the communities of Buena Park, Fullerton, La Habra, and La Habra Heights as well as portions of Anaheim, Brea, La Palma, Placentia, and East Whittier. The feeder elementary districts are Buena Park, Fullerton, La Habra and Lowell Joint Union. The Fullerton Joint Union School District operates six comprehensive high schools (Buena Park, Fullerton Union, La Habra, Sonora, Sunny Hills, and Troy), a continuation high school (La Vista), and an alternative high school (La Sierra). The District serves a varied socioeconomic population and is governed by an elected five-member school board.

### Staffing

In 2014/15, LSHS has a staff of 98 employees, comprised of 32 certificated teachers, 57 classified staff members, one psychologist, one speech and language pathologist, one nurse, two counselors, one dean, two assistant principals, and one principal. La Sierra employs one full-time computer maintenance technician, three District-employee food service workers and has the support of a Fullerton Police Department school resource officer, who is shared with two other high schools.

### Programs and Student Support Services

La Sierra serves students through six different programs:

1. Opportunity classes are designed for ninth and tenth grade students who are experiencing academic or attendance problems. Students attend school in a small-class setting with a cohort of other Opportunity students. They work on core academic classes, intervention classes in reading and math, and elective and ROP classes to earn the credits needed to graduate. The goal is for Opportunity students to improve basic academic skills, attendance, and social attitudes while earning the credits needed to return to their comprehensive high school and graduate.
2. Independent Study is a voluntary alternative learning experience with instructional value equivalent to a regular classroom program. Independent Study utilizes APEX on-line curriculum which allows students to learn and interact with their instructor in a virtual setting. Students meet face-to-face with their instructor at least once a week for an individual appointment to review progress, answer questions and take assessments.
3. Home Hospital is a program for students who are medically identified as not being able to attend regular school. Teachers are sent to the home or hospital setting to provide instruction. The goal is for Home/Hospital students to stay on pace to graduate or to meet the goals of their individual education plan.

4. Endeavor is a program for high school students on individual education plans focusing on functional academics. Endeavor students receive services that include, but are not limited to, adaptive physical education, assistive technology, occupational therapy, speech and language therapy, and counseling. After finishing the program Endeavor students receive a certificate of achievement.

5. The Adult Transition Program serves 18 through 22 year-old students on individual education plans. Students learn valuable vocational, mobility, community, social, and independent living skills in a community-based instruction model. The goal is to enable Adult Transition Students to function productively in the community to the best of their abilities.

6. The Kate Waller Barrett Academy serves female students in residential placement at the Crittenton Foster Care Assisted Living Community. Instruction is centered around reading and math intervention curriculum as well as APEX on-line curriculum for individualized credit production.

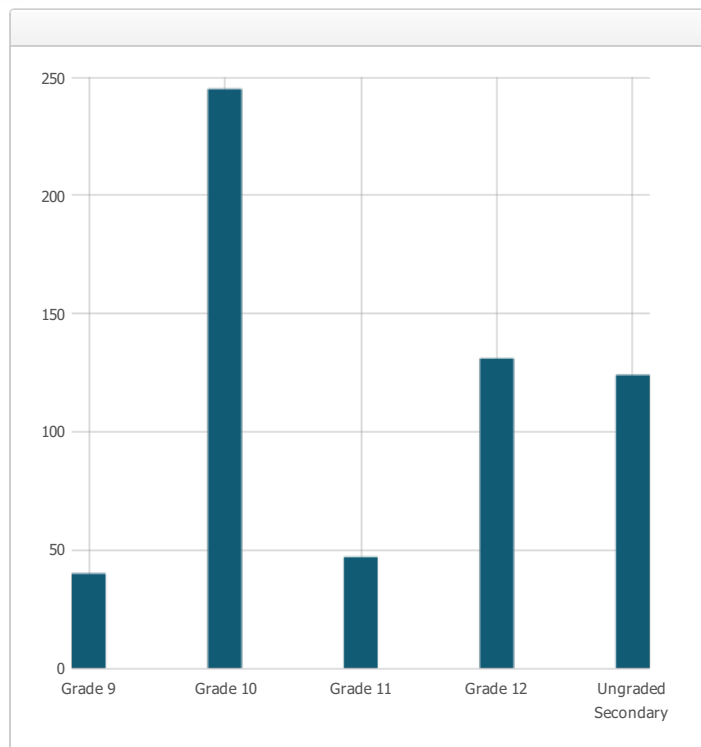
**Mission Statement:**

The mission of LSHS is to provide quality education to a widely diverse student population using varied strategies of instruction to produce a community of successful learners.

*Last updated: 2/1/2016*

**Student Enrollment by Grade Level (School Year 2014-15)**

Grade Level	Number of Students
Grade 9	40
Grade 10	245
Grade 11	47
Grade 12	131
Ungraded Secondary	124
Total Enrollment	587



Last updated: 2/1/2016

**Student Enrollment by Student Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	3.6 %
American Indian or Alaska Native	0.3 %
Asian	4.1 %
Filipino	0.7 %
Hispanic or Latino	77.0 %
Native Hawaiian or Pacific Islander	0.7 %
White	12.9 %
Two or More Races	0.7 %
Socioeconomically Disadvantaged	73.4 %
English Learners	31.0 %
Students with Disabilities	30.2 %
Foster Youth	6.5 %

Last updated: 2/1/2016

## A. Conditions of Learning

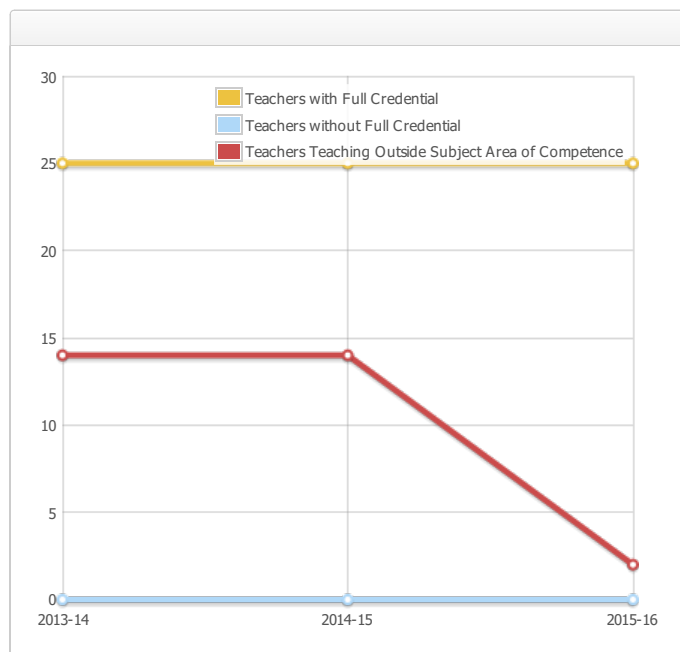
### State Priority: Basic

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

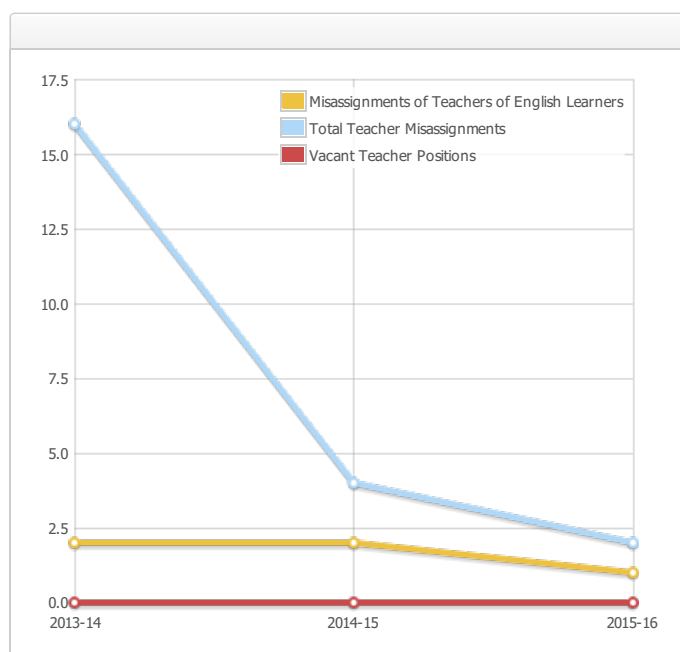
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	25	25	25	523
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	14	14	2	36



Last updated: 2/1/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	2	2	1
Total Teacher Misassignments*	16	4	2
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 2/1/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	68.0%	32.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	91.0%	9.0%
Low-Poverty Schools in District	93.0%	7.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected:

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts		Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language		Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)		Yes	0.0 %

*Last updated: 1/25/2016*

## School Facility Conditions and Planned Improvements - Most Recent Year

### General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument to inspect the condition of the buildings and grounds on the campus quarterly. The results of this survey are available in the principal's office or in the Business Services office at the District Education Center.

### School Buildings

La Sierra High School serves the Fullerton Joint Union High School District at various sites throughout the community. Classroom sites may be changed during the course of the school year as needs and demographics change. Each comprehensive high school houses at least one La Sierra Opportunity class. In addition, there are three Independent Study sites at La Sierra, Sunny Hills, and Sonora High Schools. Students have access to a number of specialized labs and instructional facilities at sites throughout the District. Available science labs include classes in biology, earth science, and environmental science. The biology class is held at Sunny Hills High School. These classes are held in the evening and allow comprehensive and La Vista students to use the same facilities during the day. Computer labs are available to students at each independent study site. Algebra labs are offered at the Independent Study sites throughout the week. The Teenage Pregnancy and Parenting Program (TAPP) is currently housed in a specialized facility with classrooms, guidance areas, infant and toddler childcare, child playground, and kitchen facilities. The TAPP program moved into their new facility in 2010/11.

As school funding decreased in recent years, deferred maintenance funding decreased as well. The short-term reduction in deferred maintenance funding is slowly being restored as the financial climate in schools continues to improve. In November, 2014, the tax-paying community of the District supported Measure I, a school facilities bond estimated at \$175 million. These funds will be used over the next several years to improve school facilities throughout the District.

### Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, air condition, electrical systems, interior or exterior painting, and floor systems. For the 2014/15 school year, the District budgeted approximately \$525,000 for the deferred maintenance program.

*Last updated: 2/3/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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 Rate - Most Recent Year

Year and month in which data were collected:

Overall Rating	Exemplary
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*Last updated: 2/3/2016*

## 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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	10.0%	69.0%	44.0%
Mathematics (grades 3-8 and 11)	0.0%	45.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/25/2016*



**ELA - Grade 11**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	75	51	68.0%	43.0%	47.0%	8.0%	2.0%
Male	75	22	29.3%	50.0%	41.0%	5.0%	5.0%
Female	75	29	38.7%	38.0%	52.0%	10.0%	0.0%
Black or African American	75	2	2.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	75	2	2.7%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	75	41	54.7%	46.0%	46.0%	5.0%	2.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	75	5	6.7%	--	--	--	--
Two or More Races	75	1	1.3%	--	--	--	--
Socioeconomically Disadvantaged	75	36	48.0%	47.0%	47.0%	6.0%	0.0%
English Learners	75	17	22.7%	65.0%	35.0%	0.0%	0.0%
Students with Disabilities	75	0	0.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/25/2016*

**Mathematics - Grade 11**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	75	53	70.7%	87.0%	11.0%	0.0%	0.0%
Male	75	23	30.7%	83.0%	17.0%	0.0%	0.0%
Female	75	30	40.0%	90.0%	7.0%	0.0%	0.0%
Black or African American	75	2	2.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	75	2	2.7%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	75	43	57.3%	86.0%	12.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	75	5	6.7%	--	--	--	--
Two or More Races	75	1	1.3%	--	--	--	--
Socioeconomically Disadvantaged	75	39	52.0%	90.0%	8.0%	0.0%	0.0%
English Learners	75	17	22.7%	94.0%	6.0%	0.0%	0.0%
Students with Disabilities	75	0	0.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

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\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 2/1/2016*

## California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	10.0%	15.0%	10.0%	62.0%	63.0%	57.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 2/1/2016*

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57.0%
All Students at the School	10.0%
Male	13.0%
Female	4.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	5.0%
Native Hawaiian or Pacific Islander	--
White	36.0%
Two or More Races	--
Socioeconomically Disadvantaged	8.0%
English Learners	1.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 2/1/2016*

## Career Technical Education Programs (School Year 2014-15)

- Programs and classes offered that are specifically focused on career preparation and/or preparation for work:

LVHS offers three ROP courses at this time: Computer Graphics and Design; Legal/Law; and Forensic Science, in addition to two elective courses: Career Connections and Media Production that are specifically focused on CTE.

Industry Sector: Arts, Media, and Entertainment

Pathway: Design, Visual, and Media Arts

Courses: Computer Graphics and Design & Media Production

Industry Sector: Public Services

Pathways: Legal Practices & Public Safety

Courses: Legal/Law & Forensic Science

Career Connections is an elective course aimed at assisting students in both career awareness and preparation.

LSHS has a wide variety of programs that are housed on many of the district's comprehensive high schools. Because of this unique design and partnership, LSHS students have opportunities to take a wide variety of ROP and other elective courses that are both site specific and focused on CTE - representing a wide variety of pathways.

Industry Sectors (represented in course offerings) include: Agriculture and Natural Resources; Arts, Media, and Entertainment; Building and Construction Trades; Business and Finance; Education, Child Development, and Family Services; Hospitality, Tourism, and Recreation; Public Services; and finally, Transportation.

- How these programs and classes are integrated with academic courses and how they support academic achievement:

While course instruction at both LVHS and LSHS has begun its focus upon the Common Core, ROP instruction has begun to focus on the use of the Academic Alignment Matrix - which comes naturally out of Common Core by identifying ways that each specific Industry Sector can enhance, reinforce, and apply academic content within each course. ROP instruction, across Industry Sectors, also uses Anchor Standards (building upon the Standards for Career Ready Practice) that are aligned with the Common Core. Each Anchor Standard in turn has Performance Indicators that are used to measure student growth along a progression of tasks from simple to complex. In addition to measuring standards, these Performance Indicators inform instruction and curriculum design, creating dynamic courses and student learning experiences.

- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students:

In addition to offering both ROP and other elective courses that are focused on career preparation, both LVHS and LSHS have school counselors, a shared guidance technician, as well as a shared ROP Career Guidance Specialist to serve, assist, and support all students (special populations included) in post-secondary career preparation and connections to a wide variety of resources, programs, and pathways.

LVHS and LSHS co-host a Career Night for students that includes ROP, Community Colleges, Schools of Continuing Education, and a variety of other organizations that offer post-secondary training, opportunities, and pathways.

*Last updated: 2/1/2016*

## Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	45.3%

2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission

2.7%

# State Priority: Other Pupil Outcomes

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

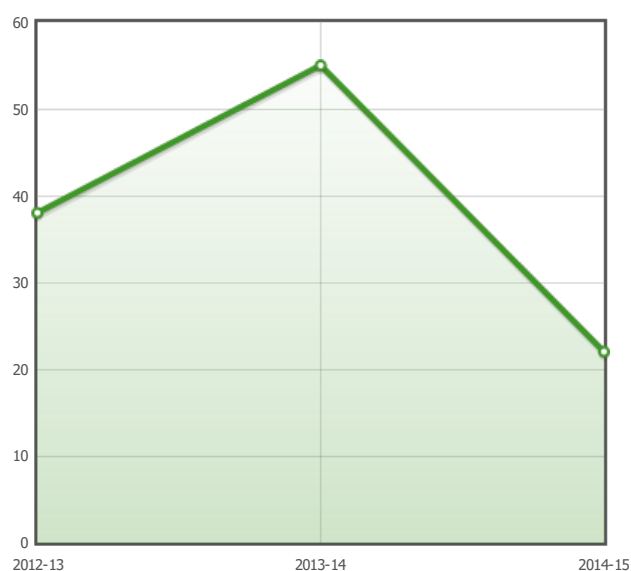
- Pupil outcomes in the subject areas of English, mathematics, and physical education

## California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

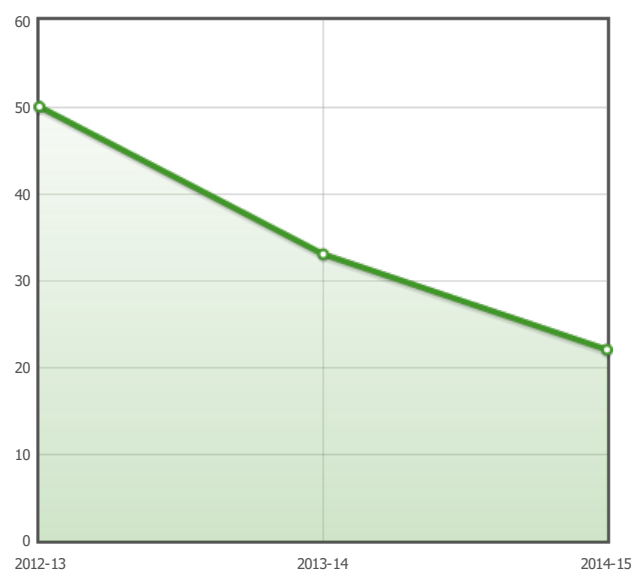
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	38.0%	55.0%	22.0%	74.0%	62.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	50.0%	33.0%	22.0%	76.0%	65.0%	61.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

**English Language Arts Percent of Students Scoring at Proficient or Advanced**



**Mathematics Percent of Students Scoring at Proficient or Advanced**



Last updated: 2/1/2016

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	33.0%	23.0%	43.0%	29.0%	36.0%	34.0%
All Students at the School	78.0%	17.0%	5.0%	78.0%	20.0%	2.0%
Male	80.0%	14.0%	6.0%	78.0%	20.0%	3.0%
Female	74.0%	22.0%	4.0%	78.0%	21.0%	1.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	79.0%	16.0%	4.0%	79.0%	19.0%	1.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	63.0%	26.0%	11.0%	80.0%	15.0%	5.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	79.0%	16.0%	5.0%	78.0%	20.0%	2.0%
English Learners	95.0%	5.0%	0.0%	90.0%	10.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 2/1/2016*

## 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 schoolsite

#### Opportunities for Parental Involvement - Most Recent Year

The Fullerton Joint Union High School District (District) made an extensive effort to consult with and garner input from every stakeholder group in the development of the LCAP. Throughout the months of December, 2013; January and February, 2014; District leadership met with student groups, parent organizations, and local bargaining units in separate meetings at each school. Each group worked through an exercise where they were asked how the District schools can improve student outcomes as they relate to the eight State priorities identified in Education Code 52060. Responses were collated and common themes presented themselves, giving the District comprehensive and timely input into the development of the LCAP. The LCAP, as it went through several drafts, was revised as the District received comments from parents and other stakeholder representatives of the District Advisory Committee (DAC) and from parents of the English Learner (EL) students through the District English Learner Advisory Committee (DELAC).

A Districtwide advisory committee was created which included representatives from all schools and the community. The District Advisory Committee (DAC) was made up of parents, students, teachers, classified staff members, administrators, parents of English learners, parents of foster youth, parents of low-income students, and parents of students with disabilities. Parents of students from all ethnic/racial backgrounds were invited to participate in the DAC. In addition to the findings from the many measures of academic achievement for the past three years, initial findings from the perception data gathered from the above indicated meetings was presented to the DAC in two meetings, one held April 22, 2014, and one held May 13, 2014. Attendees of the DAC were given a draft of the LCAP and the opportunity to make comments to the Superintendent. The Superintendent responded in writing to each comment from the committee on the LCAP. Administration at each of the sites invited parents and employee representatives to be on the committee.

The District presented the opportunity for parents of English Learners (EL) to review and comment on the LCAP in a series of three meetings: April 10, 17, and May 12, 2014. The DELAC representatives were invited from the various English Language Advisory Committees (ELAC) at each of the District schools. In addition to the findings from the many measures of academic achievement for the past three years, initial findings from the perception data gathered from the above indicated meetings was presented.

### State Priority: Pupil Engagement

*Last updated: 2/1/2016*

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

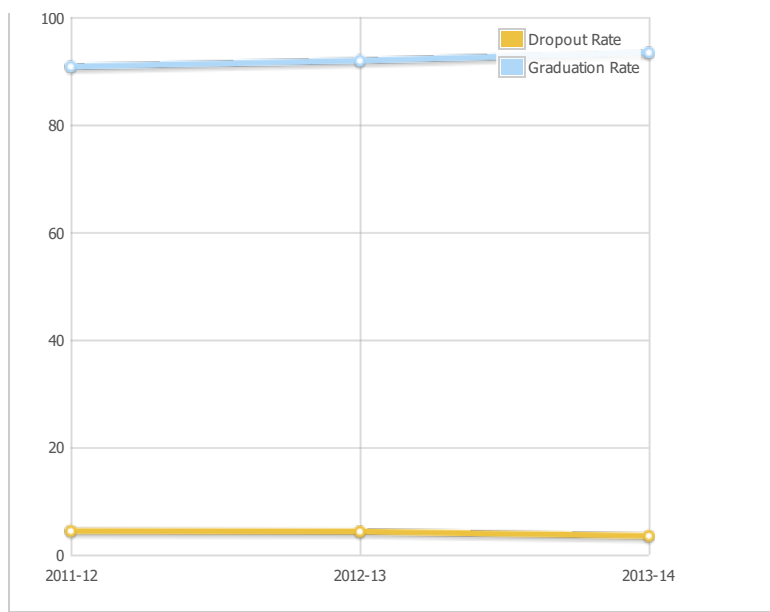
- High school dropout rates; and
- High school graduation rates

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	4.4%	4.3%	3.5%	4.4%	4.3%	3.5%	13.1%	11.4%	11.5%
Graduation Rate	90.80	91.90	93.40	90.80	91.90	93.40	78.87	80.44	80.95

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart





*Last updated: 2/1/2016*

**Completion of High School Graduation Requirements**

Student Group	Graduating Class of 2014		
	School	District	State
All Students	30	91	84
Black or African American	100	89	76
American Indian or Alaska Native	29	93	78
Asian	0	98	92
Filipino	33	99	96
Hispanic or Latino	13	88	81
Native Hawaiian or Pacific Islander	29	85	83
White	91	93	89
Two or More Races	89	94	82
Socioeconomically Disadvantaged	93	89	81
English Learners	98	54	50
Students with Disabilities	99	70	61
Foster Youth	--	--	--

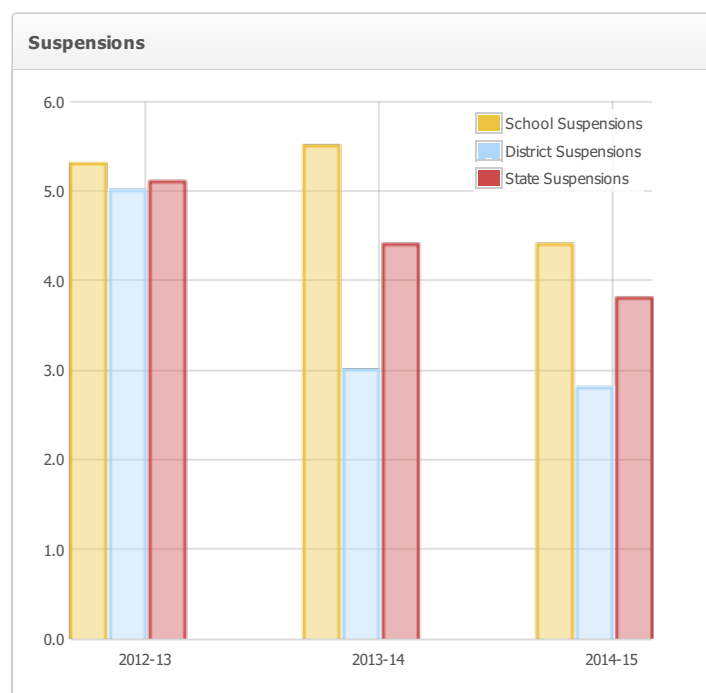
# State Priority: School Climate

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

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.3	5.5	4.4	5.0	3.0	2.8	5.1	4.4	3.8
Expulsions	0.0	0.1	0.3	0.0	0.1	0.1	0.1	0.1	0.1



Last updated: 2/1/2016

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	
Met Participation Rate - English Language Arts	No	Yes	
Met Participation Rate - Mathematics	No	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	Yes	Yes	

*Last updated: 1/25/2016*

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3%

Note: Cells with NA values do not require data.

*Last updated: 1/25/2016*

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

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	16.0	39	15		21.0	24	21	5	16.0	28	8	
Mathematics	19.0	21	11	2	19.0	22	8	6	17.0	8	5	
Science	22.0	7	6	2	38.0	1	2	6				
Social Science	23.0	7	5	3	15.0	5		1	9.0	2		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/25/2016*

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.4	419.0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	0.6	N/A
Other	0.5	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.

*Last updated: 2/1/2016*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$15974.0	\$7891.0	\$8083.0	\$84821.0
District	N/A	N/A	\$7340.0	\$88636.0
Percent Difference – School Site and District	N/A	N/A	9.0%	-4.0%
State	N/A	N/A	\$5348.0	\$74908.0
Percent Difference – School Site and State	N/A	N/A	33.0%	12.0%

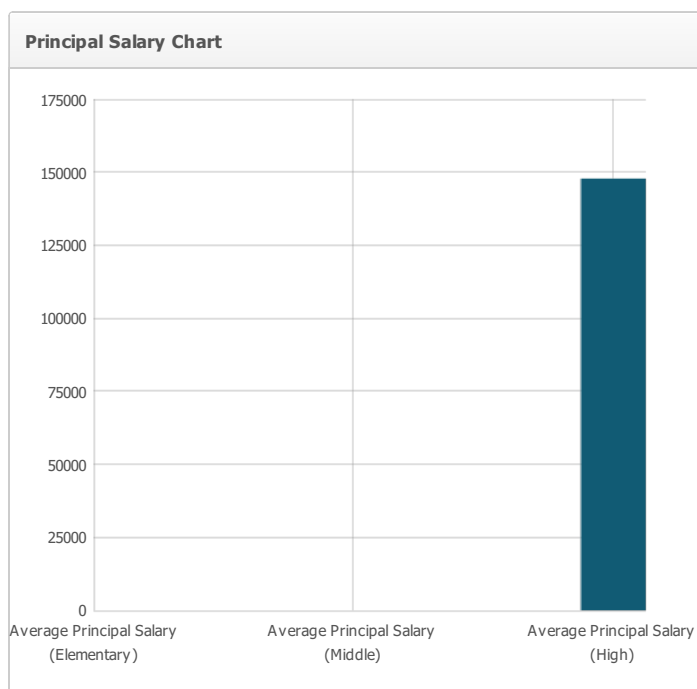
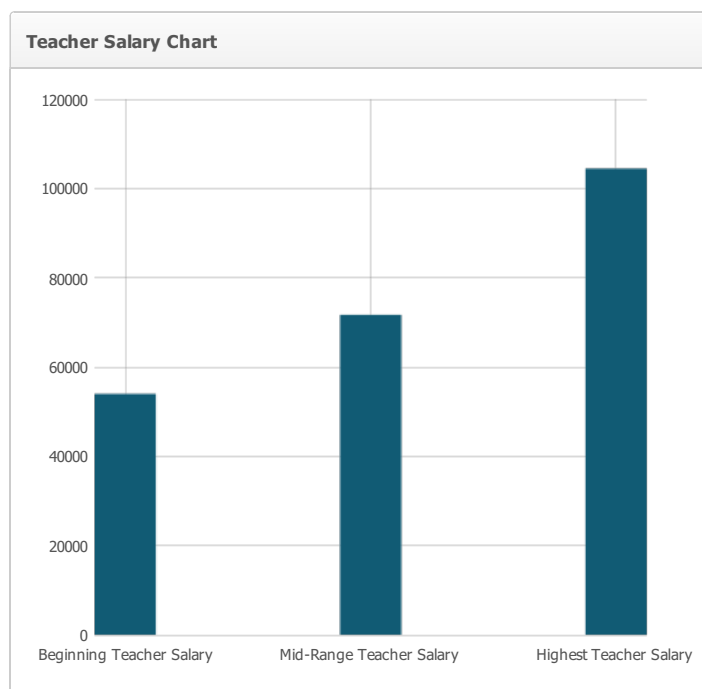
Note: Cells with N/A values do not require data.

*Last updated: 1/29/2016*

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,981	\$44,363
Mid-Range Teacher Salary	\$71,678	\$71,768
Highest Teacher Salary	\$104,458	\$92,368
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	\$121,276
Average Principal Salary (High)	\$147,782	\$133,673
Superintendent Salary	\$244,539	\$210,998
Percent of Budget for Teacher Salaries	38.0%	36.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/29/2016

**Advanced Placement Courses (School Year 2014-15)**

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

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

\*Where there are student course enrollments.

Note : AP means Advanced Placement.

*Last updated: 1/29/2016*

**Professional Development – Most Recent Three Years**

Sandi Layana completed her fourth year serving as Principal during the 2014/15 school year. The LSHS administrative team is comprised of the principal and two assistant principals. LSHS also has a School Site Council that is comprised of LSHS administration and staff, students, parents and community members. There is also an ELAC (English Learner Advisory Committee) that consists of administrators, counselors, teachers, and parents.

LSHS provides all students with an academic program designed to maximize the opportunity for academic success. All students entering LSHS take nationally-normed tests in reading and math, which provide a continuous measure of student academic growth.

LSHS offers students an alternative education program that focuses on standards-based instruction and data-driven decision making. The school offers a wide range of subjects and programs to meet students' varying needs and interests. All students take the core curriculum to meet graduation requirements and to prepare them for the challenges of life beyond high school. Regional Occupational Program (ROP) classes are also offered for those students indicating a preference in pursuing a vocation directly upon graduating from high school. Guidance staff members work closely with students, parents, and instructional staff members to ensure that each student is enrolled in a course of study aligned with his/her individual career goals.

Staff members at LSHS believe that professional development is a critical component in maintaining a positive and enriching learning environment. Instructional staff members are involved in determining the focus of staff development as well as providing the leadership for various sessions. Staff members are also encouraged to participate in conferences/workshops, which provide the latest information, and trends in education.

Three full instructional days are designated for professional development activities. The Staff Development Plan addresses the key issues of the school. The goals of professional development at LSHS address the needs of English learners and increase student skill levels in mathematics, English, reading, and technology.

All staff members are committed to an awareness of the various learning styles of students. Staff development in recent years has highlighted aligning department curricula with State and District standards and frameworks, cooperative learning, Specially Designed Academic Instruction in English, technology, and Restorative Practices and Classroom Instruction That Works instructional strategies. Starting in 2014-2015, teachers participated in intensive training to collect schoolwide data in instruction, curriculum, assessment and culture using peer-to-peer observations through instructional rounds.

*Last updated: 2/1/2016*