

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Sierra High School (Continuation)
Address	11661 Donner Pass Rd Truckee CA 96161
County-District-School (CDS) Code	38-3130077
Principal	Greg Wohlman
District Name	Tahoe Truckee Unified School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

School Vision and Mission

Vision:

Sierra High School is a unique blend of students, educators, families, community members, and support staff who, as role models and mentors, are vested in creating a high-quality, nurturing, and safe learning environment. Sierra High School is dedicated to providing our students with the education, guidance, and support necessary to succeed in all aspects of life.

Mission:

To provide a safe and productive learning environment where all students can succeed, alongside accelerated credit recovery opportunities, SHS uses a blended learning model for students who have been unsuccessful in traditional school settings. This is a place where students can come to re engage in learning, find joy in academics and complete their high school education and prepare for post-secondary pursuits.

School Profile

Sierra High School serves students from the entire Tahoe Truckee Unified School District. Students enroll from the two in-district traditional high schools and alternative and court schools: Tahoe Truckee High School, North Tahoe High School, Cold Stream Alternative, and Tahoe Truckee Community School – as well as from outside of the area. The school's purpose is to provide alternative educational opportunities and avenues where other educational settings have not been successful in meeting the students' needs. The school typically serves students in grades eleven, twelve, and fifth-year seniors, or if the student is sixteen years of age or older. Parenting and/or student parents of any age or grade have priority enrollment status. The school has an open enrollment and exit policy.

We are committed to the belief that through education students will discover or rediscover that learning adds quality to their lives. Sierra High School provides a comprehensive, standards-based education while preparing our students for employment and socially responsible living. Our standards of education include an emphasis on such skills as problem-solving, reading, writing, communication, cooperation, collaboration and mastery of technology. Progress is assessed through authentic measurements including performance-based outcomes.

Sierra High School is dedicated to providing an environment where students become self-directed and responsible learners. As self-managers, each student takes responsibility for his or her own performance, choices, and actions; each student manages time well; each student deals with changes in the workplace (school) maturely. Sierra High School is an empowering learning environment, where students can challenge themselves both personally and socially in a dynamic educational setting. As one of two alternative school campuses available from TTUSD, Sierra High School provides individualized and personalized educational, emotional, and social developmental opportunities. This increases the likelihood that many students will successfully complete their secondary education, who may otherwise struggle or fail in other more traditional environments.

Sierra Continuation High School (SHS) opened in 1979 as TTUSD's continuation education high school to provide opportunities and avenues to students who required alternative ways to earn their high school diploma. Students are enrolled in grades 9-12, ages 16 years and older. However, the school nurtures fifth-year seniors and gives priority enrollment status to pregnant and student parents. Sierra High School has an open entry and exit policy which means as a public high school, we accept walk-in admissions throughout the year.

Accreditation and Model School History

Sierra High School was established in 1979 as the district's alternative education high school. Sierra High became WASC accredited in 1998. We continue to be a WASC accredited school. Sierra High School has been awarded the title of Model Continuation High School since 2000. Recently, SHS was awarded the Model School Award during a visit in the fall of 2019, to continue our stretch of Model School Awards beyond 20 years. Additionally, SHS received a 6 Year Clear accreditation recently to maintain the highest level of accreditation.

SHS students have equal access to all district services and programs as provided to all TTUSD students including sports, arts, field trips, special education, advanced placement courses, concurrent enrollment in college courses at Sierra College, college and career counseling, and workability services. This dedication by our school board to offer all the extra-curricular options to those in alternative education is unique in California and a key element for success for many of our students. The graduation requirement is as rigorous as the traditional district high schools with adjustments made in the elective requirements for a total of 200 credits. Each year approximately 33% of SHS students enroll in at least one course at Sierra College, while some students enroll in two or more courses.

School follows a traditional 8:00 a.m. to 2:30 p.m. schedule each day, except on Friday afternoons when time has been set aside for staff collaboration with a focus on student wellness.

Staffing:

Greg Wohlman 1.0 Principal, Certificated – Administration. Credentialed Art Teacher

Lizbeth Soto 1.0 Classified – Administrative Secretary/Registrar/Food program

Jill Zapata 1.0 Certificated – English 9-12 and Social Science.
 Izaak Eberst 1.0 Certificated – Math and Technology
 Trent Kirschner 1.0 Certificated – Science/PE/Health/CTE
 Kurt Zapata 1.0 Certificated – Science/ELD (0.2 FTE at SHS, 0.8 at CSA)
 Alicia Lampley 1.0 Certificated – Counseling (Serves CSA and Community School)
 Anna Njoten 1.0 Certificated – Special Education (Serves SELS, SHS, CSA, and Community School)
 Heather Fissel 0.375 Classified – College and Career Tech
 Jose Paniagua Estrada 0.3 Classified – Custodian
 STEPP Infant/Toddler Program
 Cindy Maciel 1.0 Classified Management – Director STEPP
 Jennifer Saldana 1.0 Classified – STEPP
 Amanda Karvonen 1.0 Classified – STEPP
 Malissa Cruz 1.0 Classified – STEPP
 Ashlie Taylor 1.0 Classified – STEPP
 Tehya Cannon 1.0 Classified – STEPP
 Jena Taylor 1.0 Classified –STEPP
 100% of the teachers have met the highly qualified teachers’ requirement of the ESEA.
 There are no teachers instructing outside of the credentialed area, with the exception of PE, and Health. There are no teachers with short term staff or provisional permits.
 100% certificated staff hold advanced degrees.
 Principal Wohlman has served in education for 23 years, 15 of them as a Principal, with eight of those years at SHS/CSA and Educational Options for TTUSD.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Refer to Addendum Stakeholder Involvement section

Educational stakeholders were engaged with the SPSA in the following manner:

Step 1: Stakeholders were provided an overview of the plan in a transparent and factual manner

Step 2: Interactive conversations were held with staff and stakeholders to complete the plan.

Step 3: Questions, concerns, and ideas were answered and accepted by those choosing to participate in the process.

Step 4: Questions were answered either at a follow-up meeting, via email, or in person.

Step 5: Actions were considered for the SPSA based on the following: alignment to the district & school vision, what the research says, and the availability of human and financial resources to implement and monitor the suggested action.

Meeting Dates (see steps above):

SSC: January 2022, February 2022, April 2022, May 2022.

ELAC: : N/A-small school. District office does review our EL data, enrollment, and current EL status.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	%	0%	%		0	
Asian	%	0%	%		0	
Filipino	%	0%	%		0	
Hispanic/Latino	66%	58.82%	50.0%	33	30	11
Pacific Islander	%	0%	%		0	
White	34%	39.22%	40.9%	17	20	9
Two or More Responses	%	1.96%	9.1%		1	2
Not Reported	%	0%	%		0	
Total Enrollment				50	51	22

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 10	4	1	1
Grade 11	22	10	8
Grade 12	24	40	25
Total Enrollment	50	51	34

Conclusions based on this data:

1. SHS enrollment has an average of 52+ students over the previous four years, with the exception of last year. An area of interest is that SHS served 96 students in 2016-2017, in 2017-2018 served 97 students, in 2018-2019 served 92, and in 2019-2020 served 80. The enrollment number would have been higher in 2019-2020 if we would have stayed open for in-person learning. For the 2020-2021 school year, our mitigations of limited seating arrangements (4-6 feet apart) reduced the number of students we could enroll and transfer in from THS and NTHS. While the school never holds the enrollment numbers of 90+ as enrollment at one time, the staff serves these numbers over the course of a school year. Students in sub-categories remain high.
2. The average Hispanic population has been averaging 57% over a period of four years. SWD numbers attending SHS have averaged 24+%. SED who are attending SHS have averaged 52%.
3. Some of the numbers in the graph do not depict short term enrollments, such as students that were here for only three months. It is complicated work to keep track of all students at an open enrollment school, as we can have

students enroll anytime, but very pertinent as our populations affect school programs, focus, and interventions that we adjust all year long depending on our clientele.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	6	4	3	12.0%	7.8%	13.6%
Fluent English Proficient (FEP)	23	24	7	46.0%	47.1%	31.8%
Reclassified Fluent English Proficient (RFEP)	5	3	0	38.5%	50.0%	0.0%

Conclusions based on this data:

1. SHS only had three ELD students enrolled in our school.
2. Of those three, all two were very close to passing and being reclassified, while one did not respond to all of our school and ELD interventions to assist the student in attending and excelling in school. This one student dropped out of school and has yet to return.
3. This one student dropped out of school and has yet to return.
We continue to have a coordinated effort of increasing the skills of the ELD students. For three out of four years SHS maintained a 66.66% reclassification rate for our EL students. Many of these students were Long Term EL students and were reclassified after working with our ELD program. We continue to observe that once our students commit to the school and start leaning towards graduation, they will attempt to test out of ELD, by focusing on passing the test, to open up their schedule to take more classes. In the past four school years we started tracking college course enrollment and completion rates of Ever EL students. The EL enrollment more than doubled from fall to spring four years ago. Again COVID-19 had an effect as students began struggling with online learning and formats and the pandemic overall. Even with no courses completed in the Spring of 2020, the exposure to college has benefits such as the enrollment process, self-confidence, and the exposure to another learning environment and different educational peers. This also speaks to our relationships that were built and the rise of student beliefs in their own dreams and goals.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	20		16	20		16	20		16	100		100.0
All	20		16	20		16	20		16	100		100.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	2485.		2537.	5.00		0.00	5.00		43.75	30.00		18.75	60.00		37.50
All Grades	N/A	N/A	N/A	5.00		0.00	5.00		43.75	30.00		18.75	60.00		37.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	0.00		*	40.00		*	60.00		*
All Grades	0.00		*	40.00		*	60.00		*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	15.00		*	30.00		*	55.00		*
All Grades	15.00		*	30.00		*	55.00		*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	5.00		*	60.00		*	35.00		*
All Grades	5.00		*	60.00		*	35.00		*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	0.00		*	60.00		*	40.00		*
All Grades	0.00		*	60.00		*	40.00		*

Conclusions based on this data:

1. Year after year we find that a low number of testers does not yield mathematical viable educational data to drive our programs, goals, and give a clear picture of the student growth occurring within the school.
2. The school has collected five years of data and analysis based on growth models of students that is not included in this document(s). However, it is included within the WASC reports and the Model School reports and on-site data documents to drive goal setting and school improvement.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	20		16	20		16	20		16	100		100.0
All	20		16	20		16	20		16	100		100.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	2481.		2482.	0.00		0.00	5.00		6.25	20.00		18.75	75.00		75.00
All Grades	N/A	N/A	N/A	0.00		0.00	5.00		6.25	20.00		18.75	75.00		75.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	0.00		*	15.00		*	85.00		*
All Grades	0.00		*	15.00		*	85.00		*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	0.00		*	30.00		*	70.00		*
All Grades	0.00		*	30.00		*	70.00		*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	0.00		*	60.00		*	40.00		*
All Grades	0.00		*	60.00		*	40.00		*

Conclusions based on this data:

1. Year after year we find that a low number of testers does not yield mathematical viable educational data to drive our programs, goals, and give a clear picture of the student growth occurring within the school.
2. The school has collected five years of data and analysis based on growth models of students that is not included in this document(s). However, it is included within the WASC reports and the Model School reports and on-site data documents to drive goal setting and school improvement.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	19	11	0	57.9
English Learners	3		0	
Foster Youth				
Homeless				
Socioeconomically Disadvantaged	15	8	0	53.3
Students with Disabilities	4		0	
African American	1		0	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	13	6	0	46.2
Native Hawaiian or Pacific Islander				
White	3		0	
Two or More Races	2		0	

Conclusions based on this data:

1. In June of 2021, SHS had 18 Seniors enrolled and 14 of those Seniors graduated to create a 77.8% graduation rate.
2. Of the four Seniors that did not graduate, three stopped attending school as 18-year-olds, one moved out of the area.
3. Of those four, two returned to school for the 2021-2022 school year. One transferred to another district and the other will be graduating at SHS in June of 2022.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA

Goal Statement

Goal for new students: Students will gain or grow a positive relationship with reading/literacy and metacognition. (Aware of reading strategies).

Goal for returning students: Students will identify a variety of metacognitive strategies to support their relationship with literacy. "These are strategies that I use while reading..."

EL Goal: Reach a 100% reclassification rate for long-term English Language Learners.

WASC Goal 1:

Collect more quantitative data sets, being diligent in identifying the more accurate reporting data for alignment to student needs:

Reading proficiency data

Student questionnaires

Student Learner Outcome Data

LCAP Goal

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

Basis for this Goal

As part of our Alternative Data Sets, we collect student survey information each year to determine student growth in the number of novels read vs. their previous school(s), and if there has been positive growth in their relationship to reading and literacy.

One of our school strategies for student data collection is collecting data from point of contact to point of exit, this truly shows the impact of our learning environment for not only academics but the social-emotional growth also.

Our WASC Goals are mentioned here as our Accountability Plan is serving as our WASC action plan.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student survey question: Number of novels read at SHS vs. at previous school(s)	50% of students reported a gain in the number of novels read in a year compared to their prior year of schooling	70% of students will report a gain in the number of novels read in a year compared to their prior year of schooling
Student survey question: Attitude about leisure reading/literacy	Student survey not given as the year was interrupted with COVID mitigation and multiple hybrid scheduling	60% of students will report a respect for the leisure reading program, and how the programs had a positive effect on their educational experience.
EL Reclassification Rate	0% of Long Term EL students were reclassified	66% of Long Term EL students will be classified

Metric/Indicator	Baseline	Expected Outcome
Ever EL student dual enrollment in a college course	0% of Ever EL students were enrolled in a college course	20% of Ever EL students will enroll in a college course while attending Sierra High School

Planned Strategies/Activities

Strategy/Activity 1

1. We will continue to build connections with the ELD departments of the previous school of enrollment to better understand the student academic levels and current students' strategies used to grasp their second language. Offering fashion design/creation of clothing to build relationships and school community for those students interested. A focus will be on note-taking, a literacy strategy, as this can help students succeed in reclassification.

Students to be Served by this Strategy/Activity

All Students will be served by these strategies

Timeline

By the end of 2022-2023 school year.

Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

2. Leisure Reading program has been reestablished after a one-year hiatus. Regardless of the increasingly challenging student populations each year the reading program still holds true and positive feedback and impacts of the program are seen throughout the school and connecting programs such as Sierra College and beyond. We will continue our strategy of the past years of building and maintaining a Leisure Reading program that continues to be productive. We continue to have a successful run with an annual award of the Excellence in Education grants that assist our funding of leisure reading books for our library and the literature circle novel sets.

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of 2022-2023 school year.

Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

3. Title One funding will be used for the class sets of novels and materials to support the literacy of our students in all subjects. Intraschool collaboration has ensured that books are relevant and culturally responsive.

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of 2022-2023 school year.

Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

4. Multiple college campus tours will be completed along with visits to career training academies and a variety of post-secondary entities.

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of 2022-2023 school year.

Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

Students will earn 5 math credits each semester.

WASC Goal 1:

Collect more quantitative data sets, being diligent in identifying the more accurate reporting data for alignment to student needs.

Student questionnaires

Credit achievement data

Student Learner Outcome Data

LCAP Goal

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

Basis for this Goal

Our enrollment in math courses continues to be constant with incoming students that are significantly credit deficient in math credits. Our goal stated above is in direct correlation to building an increase of credit-earning in the first semester, to give students a higher probability of reaching graduation in June.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Math credit completion rate	66% of students did not complete 75% of their math credits attempted	75% of students will earn 10 credits of math for each math course they were enrolled in
Student math earning rate at SHS vs. previous school(s)	55% of students increased or maintained their math credit earning rate at SHS as compared to previous schools	75% of students will increase their math credit earning rate as compared to previous school(s).

Planned Strategies/Activities

Strategy/Activity 1

1. Students will reflect on their learning daily through writing knowledge statements at the end of class on paper, reporting out to the class what they learned.

Students to be Served by this Strategy/Activity

All students enrolled in a math course(s)

Timeline

By the end of 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 2**

2. Over the year, rigor will increase as students elaborate on these statements and share them out loud with classmates.

Students to be Served by this Strategy/Activity

All students enrolled in Math courses.

Timeline

2022-2023 School Year

Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 3**

3. Guest Speakers will come and discuss real-life math at their jobs within our community

Students to be Served by this Strategy/Activity

All students enrolled in a math course(s)

Timeline

2022-2023 School Year

Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 4**

4. Students will be scheduled into a math support class period for additional assistance in math

Students to be Served by this Strategy/Activity

All students enrolled in a math course(s)

Timeline

2022-2023 School Year

Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe, Supportive and Collaborative

Goal Statement

By the end of the 2022-2023 school year, Sierra Continuation High School will be a safe and respectful campus supportive of high levels of learning for all students as measured by a:

1. 25% decrease in suspension
2. 15% decrease in chronic absenteeism

Speak/Act/Dress Appropriately

I Do It

Engage in Your Education

Respect Earns Respect

Allow Others to Learn

WASC Goal #1

Collect more quantitative data sets, being diligent in identifying the more accurate reporting data for alignment to student needs.

Student questionnaires

Student Learner Outcome Data

Referral Data

Attendance Data

Post-graduation data

WASC Goal # 2

Staff professional development training especially in the areas of mental health, best instructional practices, and continuing inquiry into Trauma-Informed School Model.

Marzano High Reliable Schools

Trauma-Sensitive Schools

Reading Apprenticeship Program

Our WASC Goals are mentioned here as our Accountability Plan is serving as our WASC action plan.

LCAP Goal

By 2023 - 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8)

Basis for this Goal

With a high percentage of students feeling safe at school, 95%, we feel that our Creed expectations are effective and a positive model to follow. 92% of our students reported feeling connected to a staff member. We believe that these two data points help support the mental wellness of our students and allow us a higher probability of reaching our students in a time of need and extending more resources to help students and families.

CSI: Suspension Reduction Grant (Grant Expires August 2022)

Two years ago we received funding through a grant from CDE. This grant, Comprehensive Support, and Improvement Local Educational Agency Grant or CSI Grant is focused on funding to reduce the suspension rate at Sierra High School. This grant has a total amount of \$150,000.

- Staff Book Study, Visible Learning by John Hattie, to ensure all that we do at Sierra High is focused on high effect size and based on extensive research.
- Model School Conference Attendance - multiple staff members
- Researched Trauma-Informed Model - support student mental health

- Everyday brunch available to students
- School Spirit Wear purchased to build school pride and belonging
- Outside mental health providers offering workshops for students and staff

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate	Suspension Rate: 6% 2020-2021 School Year (One Student suspended two times)	Suspension Rate: 6% 2022-2023
Chronic Absenteeism	Chronic Absenteeism: 59% 2020-2021	Chronic Absenteeism: 50% 2022-2023
Discipline Referrals earned by infraction type	Speak, Act, Dress Appropriately: 10%, I do it 20%, Engage in Your Education 61%, Respect Earns Respect 8%, Allow Others to Learn 1%	Maintain previous percentages while expecting a 20% drop in Engaging in Your Education
% of Referrals earned by the top nine students earning referrals	54%	45%
Number of Referrals earned by semester	223 total, Fall 58, Spring 165	190 total, Fall 125, Spring 65
Student Survey: What caused the most absences	31% Illness, 31% Anxiety, Depression	Note this is student survey data, however, a 10% decrease in Anxiety and Depression would be substantial
Student Survey: I feel safe at school	95%	95%
Student Survey: The school gives me the tools to grow as a person	96%	95%

Planned Strategies/Activities

Strategy/Activity 1

Strategy: Add additional school data to document student growth and school needs.

Documented:

Student credit-earning growth data

Counselor student contact

Outside student mental health services

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Comprehensive Support and Improvement (CSI)
Budget Reference	None Specified
Description	See Budget Summary

Strategy/Activity 2

Strategy: Maintain the Mental Health Matrix.

The Mental Health Matrix, not pictured in this document, was a spreadsheet designed years ago to help our school counselor, principal, and school psychologist document which students are receiving support in the form of mental health providers in and outside of the district. This Matrix has helped to organize and schedule each student to meet with mental health care professionals and limited the student pull out from our instructional core class periods. Additionally, all providers were able to see which entity is helping which student to provide care and monthly meetings to help provide guidance of services.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Strategy: Maintain the cell phone policy.

Our cell phone policy of, "No phones in school during instructional times," is a success. All students turn in their cell phones at the front door and rely on their Chromebooks for one-to-one technology. Students report that more school work is completed as they can concentrate on the school day and not the moment-to-moment happenings outside of the classroom.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Strategy: Analyze the Wellness days to ensure high quality and effectiveness for our students. Feedback is compiled from students and staff and co-partners to discover how to support or change the next event.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Strategy: Continue our Creed Coin positive behavior incentive program. Creed coins were impactful through the classroom setting and from staff throughout the day and on campus.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Strategy: Continue our collection of alternative data to document student growth to drive school improvement.
Some Data Collection
Student survey:
Culture
Climate
Attendance
Credit earning

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

IGPCs (Independent Graduation Plan Contracts) are designed for each student to track courses needed, how many credits and their flexible class schedules. This tool is imperative to track our revolving door of students and get them to the graduation stage. Because of this tool that was piloted in 2016, the staff, students, and parents continue to report clarity, goal orientation, and an easy way to “see it all” on one page. The school uses IGPCs during parent meetings, IEP meetings with our Special Education Department, Workability meetings, staff meetings, one on one meetings with staff, and students ask for them frequently to track their success and plans to graduate.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

2022-2023 Site Goal 4: Increase student interest/acceptance/access of post-secondary education options.

Goal Statement

Students will increase their enrollment rates at Sierra College while enrolled at Sierra High School, and become more engaged in the planning of their post-secondary pursuits.

WASC Goal 1:

Collect more quantitative data sets, being diligent in identifying the more accurate reporting data for alignment to student needs.

Student questionnaires

Credit achievement data

Student Learner Outcome Data

WASC Goal 3

Support students after graduation for continuing success through data collection, analysis, and implementation.

WASC Goal # 4

Increase opportunities for parent involvement in their student's education.

(WASC Goals are included in our plan in place of a WASC action plan).

LCAP Goal

Goal 1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life by increasing the CCI: Prepared Level for the following student groups: Hispanic, English Learners, SED, and Students with Disabilities.

Goal 2: By 2023- 2024, as measured by the effectiveness of PLC's, TTUSD will ensure all staff members are implementing effective instructional strategies and providing quality learning opportunities to actively engage each scholar, particularly students who are socio-economically disadvantaged (SED) or English Learners (EL), so that they can learn at the highest levels and be prepared for college, career, and life.

Goal 3: By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data.

Basis for this Goal

We know that exposure to post-secondary opportunities is integral to students' post-secondary choices and commitments.

College field trips, College/Career counseling, family support for FAFSA are just some examples of what is offered.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Graduation Rate	2020-2021: 77.8% (Of Enrolled Seniors 4 Quarter)	2021-2022: 80% (Of Enrolled Seniors 4 Quarter)

Metric/Indicator	Baseline	Expected Outcome
	Overall: 60%	Overall: 68%
Dual Enrollment at Sierra College	2020-2021: 3%	2021-2022: 25%
Sierra High School students completing college courses while attending Sierra High	2020-2021: 3%	2021-2022: 20%
Parent attendance rate at Credit Update nights Fall/Spring	2020-2021: 96.5%	2021-2022: 98%

Planned Strategies/Activities

Strategy/Activity 1

Strategy: Conduct a walking field trip to Sierra College. We do this every year in the Fall - pending COVID-19 mitigations.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	See Budget Summary

Strategy/Activity 2

Strategy: Local Professional Visits with students. Lunch visits will be scheduled for local career people, and some from out of the area- pending COVID-19 mitigations, to explain their careers and paths to their careers.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Students will have the opportunity to travel to Sierra College - Rocklin, Truckee Meadows Community College in Reno, and the University of Nevada Reno, UTI (Automotive Trade School - Sacramento), and Paul Mitchell, Workability will also engage with our students.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Strategy: Dual Enrollment mentors: Students that are enrolled in Sierra College as SHS students will be assigned a mentor at SHS to monitor the coursework.
Students will share Sierra College grades and current progress with their SHS college mentor.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Strategy: Partner with Makerspace.
Makerspace in Truckee will offer classes for our students again this year - pending COVID-19 mitigations.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Increasing involvement with parents for Sierra College enrollment and post secondary plans.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed, parents

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

2020-2021 Site Goal 1: Students will gain or grow a positive relationship with reading/literacy.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Survey Question - Leisure Reading	Student survey data will show that the students maintained, supported or increased a positive relationship with reading/literacy at 85% or better.	Our Student survey was not given last year to document their relationships with reading for the first time in five years because of the COVID mitigations and hybrid scheduling.
Student Survey Question - Number of novels read at SHS vs. previous school(s)	Increase the number of novels read vs previous school(s)	50% of our students increased the amount of novels read vs their previous year of school at their previous school.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Leisure reading time during every school day from 8:05 a.m. to 8:25 a.m. (This was not available to our students this year, as mitigations for COVID-19 were in place, instructional minutes were reduced, and multiple schedules were followed which included asynchronous, partial days for students)	Leisure reading time not implemented this school year due to COVID.		
Requiring student literacy in all subjects (reading, writing and speaking).	Partially Implemented		
Reading Apprenticeship professional development.	Not implemented; COVID		
We will continue to build connections with the ELD departments of the	Partially Implemented		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
previous school of enrollment to better understand the student academic levels and current students strategies used to grasp their second language.			
Literature Circles (Student Novel Reading/Analysis)	Fully Implemented		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

It was disappointing this year as we were not able to establish a leisure reading time for the first time in 10 years because of the changing schedules and need for mitigation for COVID 19. However, we could and did follow through with our annual presentation of the Literature Circle of our students. Students are required to use literacy language in all subjects in each course and class period.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The success of our English literacy program has been amazing. No matter our enrollment numbers, demographics, attendance challenges or behavior barriers our data stays consistent. Student survey results show without question that our daily reading program and English curriculum help support students and ready them for challenges beyond high school. However, this school year most programs and strategies were partially implemented. Some novel reading did occur as evidenced by the conclusion of our Literature Circles. We did not offer the Leisure Reading program survey question for 2020-2021 students as our Leisure Reading program was paused because the hybrid scheduling/COVID did not allow for a morning reading opportunity for students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See 2021-2022 & 2022-2023 SPSA Goal #1

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

2020-2021 Site Goal 2: Increase Student credit-earning through a designed and implemented direct instruction Business math course with hands-on activities with multiple guest speakers and local field trips with a 75% successful completion rate of earning 10 credits of math.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Math credit completion rate	75% successful completion rate of earning 10 credits of math.	Not all students reached a 75% completion rate.
Number of field trips and/or guest speakers	Guest Speakers and Field trips will motivate students to finish credits, understand the materials better and make a real life connection with math.	Guest speakers were not allowed on campus for COVID mitigation reasons. Student field trips were not allowed for COVID mitigation reasons. Students were in online learning for most of the year which brought struggles for students in all courses.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Offer a direct instruction Business Math course this year in an effort to thwart the continued multi-year failure of math students that we acquire.	Direct instruction for Business Math - COVID - Distance Learning	See Budget Summary None Specified None Specified	
Offer a 8:00 - 9:00 hour as a math study hall.	Office hours were offered for additional support in Math.		
We will continue to research more math based field trips as we consider the Space Research Labs in California as a possible connection. A rocket launch viewing trip, or visiting the trip to Mars	Using the district approved Business Math text (Same at NTHS)		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>research group has been discussed. We will continue to engage in new strategies and ideas to promote credit gains in math, knowing that we have not found the flawless answer yet.</p>			
<p>Using the district approved Business Math text (Same at NTHS)</p>	<p>Field Trips were not allowed (COVID 19)</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We are offering a direct instruction Business Math course this year in an effort to thwart the continued multi-year failure of math students that we acquire.
Offering the 8:00 - 9:00 hour as a math study hall.
We will continue to research more math-based field trips as we consider the Space Research Labs in California as a possible connection. A rocket launch viewing trip, or visiting the trip to Mars research group has been discussed.
We will continue to engage in new strategies and ideas to promote credit gains in math, knowing that we have not found the flawless answer yet.
Using the district approved Business Math text (Same at NTHS)

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Many students in the past have completed Business Math for their remaining 10 credits but have struggled with time management and completing work on time. The strategy is to combine as many students as possible and create a direct instruction course. This is not always possible with scheduling and the math teacher moves from student to student in a classroom where six different math courses could be in play at one time, pending what the students are working on as a mixed group. We will attempt to add guest speakers (Insurance companies, banks, private businesses) and schedule field trips to those local businesses to make math real for students. SHS will offer an Introduction to the Integrated I course to help support those students struggling to earn credits in Integrated 1. Then offer the Integrated I materials and standards.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See 2021-2022 & 2022-2023 SPSA Goal #2

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

Students will follow the elements of our School Creed.

1. Speak/Act/Dress Appropriately
2. I Do It
3. Engage in Your Education
4. Respect Earns Respect
5. Allow Others to Learn

CSI Goal: Suspension Reduction: Reduce suspension rates by 50%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Number of Behavior Referrals Written, and for which Creed Expectation violation</p> <p>% of referrals in Semester 1 vs. Semester 2</p>	<p>Students will earn less referrals in the second semester as a whole school as they mature and follow the school Creed. Most referrals will occur as students acclimate to a new learning environment and start the struggle of learning how to become students again.</p>	<p>As COVID mitigations continued throughout the school year, our students were in distance learning for 99% of the first semester. Students returned for a hybrid in-person schedule second semester and our referrals spiked. This is a direct correlation to learning how to do in-person school again and learning how to follow school expectations.</p> <p>9 Students were responsible for 54% of the referrals.</p> <p>223 Behavior Referrals Written</p> <p>26% of referrals occurred in Semester 1, 74% Semester 2</p> <p>61% of referrals were based on lack of student engagement</p>
<p>Suspension Rate (CSI Metric)</p>	<p>Number of Suspensions 2020</p> <p>ALL: 5</p>	<p>Number of Suspensions 2021</p> <p>ALL: 2</p>
<p>% of students feel safe at SHS</p>	<p>Students will report that they feel safe in school and that they can find help from staff members.</p>	<p>Students reported that they felt safe at school - 95%</p>
<p>% of our students feel connected to a staff member</p>	<p>90% will feel connected to a staff member.</p>	<p>92% of students feel connected to a staff member.</p>
<p>% of students already chronically absent when enrolling at SHS</p>	<p>Chronic absenteeism will decrease after the students make a connection to their new school, staff, and realize that they can graduate and pursue their dreams beyond high school.</p>	<p>67% of our students were chronically absent at the time of enrollment at SHS.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>Chronic Absenteeism Rate 2020</p> <p>As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the CDE has determined that the 2019–20 absenteeism data are not valid and reliable for the 2019–20 academic year; therefore, the CDE has not processed these data and they are unavailable for public release.</p>	
Number of Creed coins awarded to students	Students will earn collectively over 1,000 Creed coins during the school year.	Students earned more than 1,000 creed coins; 1,180.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We will stay the course with many of our strategies identical to last year.	More SSTs scheduled.		
The SHS Wellness program/plan will take on a major shift during the school year. We have discussed over a year long period to manage large Wellness events in the future as a staff to build even stronger relationships with our students. SHS has the luxury of having talented individuals that can host mini workshops highlighting their skills or leading an activity that can then be passed on to youth.	Increase of parent contact through phone, and email.		
We are planning a day excursion in the fall of 2020 and spring of 2021, and a Creed celebration trip to a theme park in May.	Built distance learning courses - all teachers teaching virtual for the half of the school year.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Several Wellness activities will be connected to the larger events to build connections between the students, their Wellness growth, and the activity itself. We will reach out to local support groups when that is needed, but not until we spend months with our students and understand their needs and goals.</p>	<p>Hapara student computer use monitoring system - purchased to monitor student engagement during the school day on school owned Chromebooks. (SHS has used this program for 8 years)</p>		
<p>A book study will be completed, "Visible Learning" by John Hattie, to study a myriad of data samples from school studies about what drives learning for students and what actions by teachers have the greatest effect size. We will use CSI monies for this study.</p>	<p>A book study was completed, "Visible Learning" by John Hattie, to study a myriad of data samples from school studies about what drives learning for students and what actions by teachers have the greatest effect size. We used CSI monies for this study.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

This was a challenging school year as our students were in distance learning for the whole first semester and then returned to campus in an ever-changing hybrid model for the second semester. Interactions were limited by COVID mitigations. We offered a multitude of connections to our students throughout the year to check in on their coursework and mental health: phone calls, emails to students and parents, google meetings, google chats, and later in the year in-person meetings were held. We completed a full book study of John Hattie's "Visible Learning" to study and understand what school actions have the largest effect size on student success.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

With a high percentage of students feeling safe at school, 95%, we feel that our Creed expectations are effective and a positive model to follow. 92% of our students reported feeling connected to a staff member. We believe that these two data points help support the mental wellness of our students and allow us a higher probability of reaching our students in a time of need and extending more resources to help students and families.

In the 2020-2021 school year, we documented another significant drop in suspensions. This low number of suspensions is significant as schools across the nation were reporting challenging student behaviors after they returned from distant learning. An interesting data point is that no students have been expelled from Sierra High School for the past eight years.

During the 2020-2021 school year we saw 25 of our 34 new students missing over 10% of their school year at their previous school. 14 of those 24 missed 10 - 20% of their school year. We continued to see illness and anxiety/depression as the top categories for absences during the 2020-2021 school year, with too tired being a category that was chosen, which is most likely a distance learning/COVID-19 effect.

In analyzing our Wellness Days for students that are co-planned/designed with our partners in the 2020-2021 school year our events and connections have been limited because of the pandemic restrictions. Once the pandemic restrictions are lifted we will continue with staff-designed Wellness Days for our students. We will be using CSI grant monies to help fund our Wellness Days and staff development to support students in an effort to reduce suspensions and repeated behaviors that can lead to suspensions and further disciplinary actions.

A book study was completed, "Visible Learning" by John Hattie, to study a myriad of data samples from school studies about what drives learning for students and what actions by teachers have the greatest effect size. We used CSI monies for this study. The study helped dispel some myths about what works well with students to accomplish true learning in classrooms. In education, there are many recurring actions that are thought to have a great effect size on students when actually they do not. The school staff kept a running google doc capturing thoughts of staff from each chapter and during staff meetings we discussed our findings.

District ELO Grant:

We are hoping that our district will be awarded the ELO grant from CDE that will allow additional funding to support credit recovery, mental health and wellness, and additional staffing or staff hours to support our students. An extended snack program to promote, increase and/or improve student eating habits will also be a great step in the right direction to support our school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See 2021-2022 & 2022-2023 SPSA Goal #3

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

Increase student interest/acceptance/access of post-secondary education options not limited to a four-year university. Increase interest in Sierra College, CTE opportunities, and offer course enrollment for all students by leading them to one college course during their time at Sierra High.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number of students enrolled in Sierra College while attending Sierra High	Documented increase of interest, college enrollment (dual enrollment) at Sierra College	1 student enrolled in Sierra College for 2020-2021 (COVID-19, Distance Learning) (Distance Learning, COVID-19, had a drastic effect on this goal)
Number of students completing Sierra College courses while attending Sierra High	There will be an increase of completed Sierra College Courses	1 student completed the Sierra College Course
Number of Ever EL students enrolling in Sierra College while attending Sierra High	Documented increase of interest, college enrollment (dual enrollment) at Sierra College by Ever EL students.	No students
Number of Ever EL students completing Sierra College Courses while attending Sierra High	Documented increase of course completion at Sierra College by Ever EL students.	No students
Graduation rate will maintain or increase for the enrolled Seniors in the fourth quarter	Graduation rate will exceed 70%	77% of our enrolled Seniors in June graduated.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Walking field trip to Sierra College, as we do this every year in the Fall.	Not implemented - COVID		
Students will have the opportunity to travel to Sierra College - Rocklin, Truckee Meadows Community College in Reno, and the University of Nevada Reno.	Not implemented - COVID		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students that are enrolled in Sierra College as SHS students will be assigned a mentor at SHS to monitor the coursework.	Full implemented		
Students will share Sierra College grades and current progress with their SHS college mentor.	Full implemented		
Lunch visits will be scheduled for local career people, and some from out of the area.	COVID Cancellations		
Workshops will be available for resumes, cover letters, and financial aid at SHS.	This was offered in an online format, COVID mitigations.		
Makerspace in Truckee will offer classes for our students again this year.	COVID Cancellations		
Workshops for resumes, cover letters, and financial aid at SHS were offered	Fully implemented		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

As our students were in distance learning for over the half the year, and hybrid schedules and modified course offerings at Sierra College, implementation was more than challenging. Many of our usual effective strategies were not able to be implemented and or not effective.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The college enrollment goal and that area of data that our school was so proud of each year, was drastically affected by COVID-19 and Distance Learning. Our students and staff were focused on keeping everyone safe and getting through the material of high school and reaching graduation, not post-secondary credits while at Sierra High. However, our graduation rate remained high for enrolled Seniors in June. Two of our Seniors received large scholarships and are poised to attend college in the Fall of 2021, along with other students pursuing training after high school. Five total scholarships were given to our eight Seniors who walked in graduation in June of 2021. There was a mix of graduates at graduation that included: SHS graduates, Community School graduates, and those transferring late from THS to receive a SHS diploma. All of our college and career field trips were canceled this school year because of COVID-19 mitigations.

Students were assisted with resumes, cover letters, college applications and FASFA through online meetings with two of our students being fully enrolled in college for the fall.

Students that were enrolled in college while at Sierra High did receive a mentor to assist them with their course(s).

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See 2021-2022 & 2022-2023 SPSA Goal #4

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Greg Wohlman	Principal
Jill Zapata	Classroom Teacher
Cindy Maciel	Other School Staff
Angela Estrada	Secondary Student
Patricia Greenlaw	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Greg Wohlman on