

**Sierra Continuation High School  
Accountability Plan  
(SPSA, Safety Plan, School Budget and Title I Schoolwide Plan)**

The Single 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.

CDS Code: 31 66944 3130077

Principal Name: Greg Wohlman

District Name: Tahoe Truckee Unified School District

SPSA Revision Date: October 2020 (Moved to May 2021 \*COVID)

SSC Approval Date: May 2021

Local Board Approval Date: June 2021

## Review of Performance

**Celebrations:** The 2019-2020 school year was another trying year for staff as our schools closed in March of 2020 and we began distance learning. The prior year was a difficult year with many student challenges that the staff had to overcome. However, this is a celebration as again no matter what the staff is up against, our data shows student growth and success. Sierra High School had 33 graduates in June of 2020, a record for our school's history by a large number. The CTE Emergency Response course continues to evolve and remain connected to our local fire department and other partners in our region. Our enrollment rate at Sierra College, while students are enrolled at Sierra High, remains high and students continue to value those course opportunities to graduate on time or graduate as Juniors or early as Seniors. We implemented a new student wellness plan in April of 2019, and continued that plan through the 2019-2020 school year. Even as our schools closed for in person contact in March of 2020, our staff continued to reach out in a variety of ways to stay connected to students.

**Areas of Need:** We are still changing teaching strategies, times, and curriculum offerings to help students earn World History credits. We have seen a yearly increase over the past years of students enrolling at SHS that have failed World History coursework from previous schools. As we do not have a formal World History course as it is a traditional tenth grade offering, SHS and Cold Stream have worked together with sharing staff and locations to offer the coursework to our students in a blended model. Students have direct access to a teacher multiple times a week accompanied by independent study work and study hall times at Sierra High.

## Demographic Data:

Enrollment	Total	White/Native American	Ever EL	RFEP	% Hispanic RFEP	SED	Hispanic	SWD
2016-2017	59	20/3	9 (EL Enrolled)	6		36	36	14
2017-2018	49	16	9 (EL Enrolled)	24		41	33	17
<a href="#">2018-2019</a>	52	20	32	29	66%	38	32	11
2019-2020	51	25	25	23	92%	19	25	9

Conclusions based on this data through June of 2020:

- SHS enrollment has an average of 52+ students over the past four years.
- The average Hispanic population has been averaging 57% over a period of four years.
- SWD numbers attending SHS has averaged 24+%.
- SED who are attending SHS has averaged 52%.
- 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. While the school never holds these numbers as enrollment at one time, the staff serves these numbers over the course of a school year. Students in sub-categories remain high. 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.

**District LCAP Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3**

**2019-2020 Site Goal 1:** Students will gain or grow a positive relationship with reading/literacy.

**2017 WASC Recommendations: (The 2020 WASC visit was postponed until January 2021, results pending May 2021)**

- Consider the importance and relevance of exploring ways in which SHS can continue to pursue assessments based on individual student skill attainment and progress in lieu of grade level standards.
- The WASC Accreditation process should be part of the total Sierra High School Staff Development Program whereby all staff members are involved in the ongoing problem solving methodology. The Single Plan for Student Achievement is the schoolwide action plan by which the future WASC accreditation criteria will be addressed. The Accountability Plan/SPSA is carefully developed annually by the school and requires approval at the District and Board levels. The action plan is focused on student learning.
- Continue to research, develop, and implement benchmarks for targeted programs and content areas in order to establish authentic and relevant data points that will effectively address the learning needs of each student.

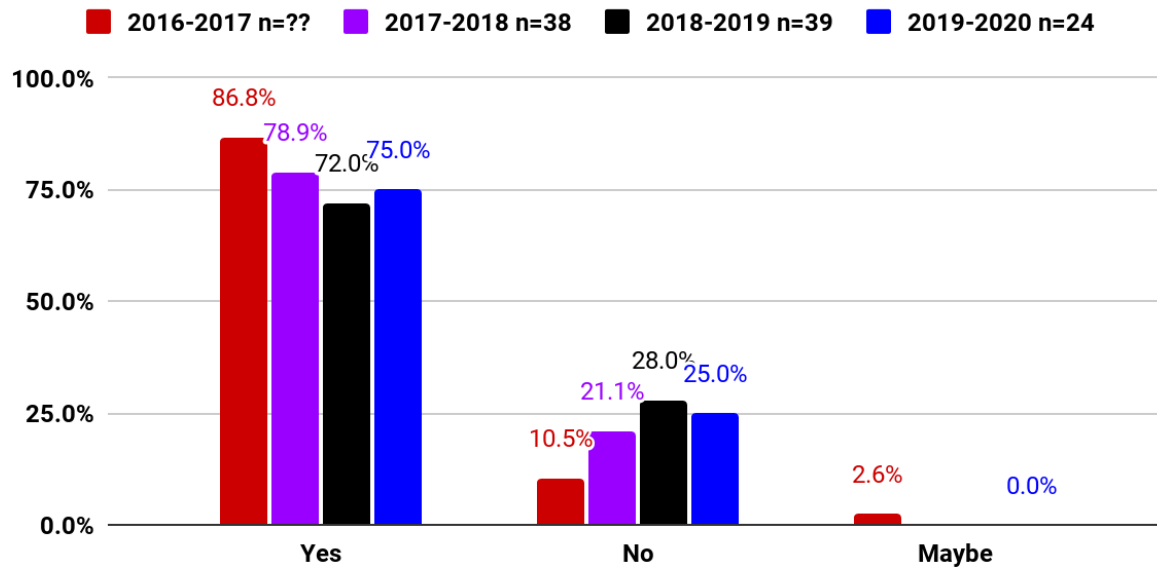
**2019-2020 Results:**

- Reading Data: 75% of students report an increase in reading time, and number of books read.
- Of 24 student survey responses: over 100 books were read last year at SHS vs. 25 books read by students before they enrolled at SHS.

**Was the goal met? Yes**

<ul style="list-style-type: none"> <li>● Student voice data clearly shows the significant impact of students becoming readers.</li> </ul>	
<p><b>2019-2020 Planned Activities/Strategies:</b></p> <ul style="list-style-type: none"> <li>● The school will stay the course with identical and/or similar activities and effective strategies that are having a strong impact on students not only becoming readers, but developing a reading identity, and reading stamina for all subjects.</li> <li>● One new view or data area to capture will be documenting the growth of our returning students who became readers the year before.</li> </ul>	<p><b>2019-2020 Actual Activities/Strategies:</b></p> <ul style="list-style-type: none"> <li>● Leisure reading time during every school day from 8:05 a.m. to 8:25 a.m.</li> <li>● Literacy Circle work throughout the year with a culminating event with powerpoint presentations. (Speaking skills included).</li> <li>● Requiring student literacy in all subjects (reading, writing and speaking).</li> <li>● Marzano’s HRS Training will be supported with a focus on level one and two. (Some work here is reaching Level 5).</li> <li>● School wide collaboration on cross curricular learning.</li> <li>● Reading Apprenticeship professional development for the year to support student literacy across the curriculum</li> <li>● Interaction with Shakespeare via performance supported by professional actors</li> </ul>
<p><b>Analysis of Effectiveness:</b>  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.</p>	
<p><b>2020-2021 Site Goal 1:</b> Students will gain or grow a positive relationship with reading/literacy.</p>	
<p><b>2020-2021 Planned Adjustments/Additions of Activities/Strategies:</b>  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 strategies of the past years that continue to be productive. We continue to have a successful run with an annual award of the Excellence in Education grants that assist our students with buying novels to continue their pursuit of reading.</p>	

## Has your attitude about reading changed since you began Leisure Reading?

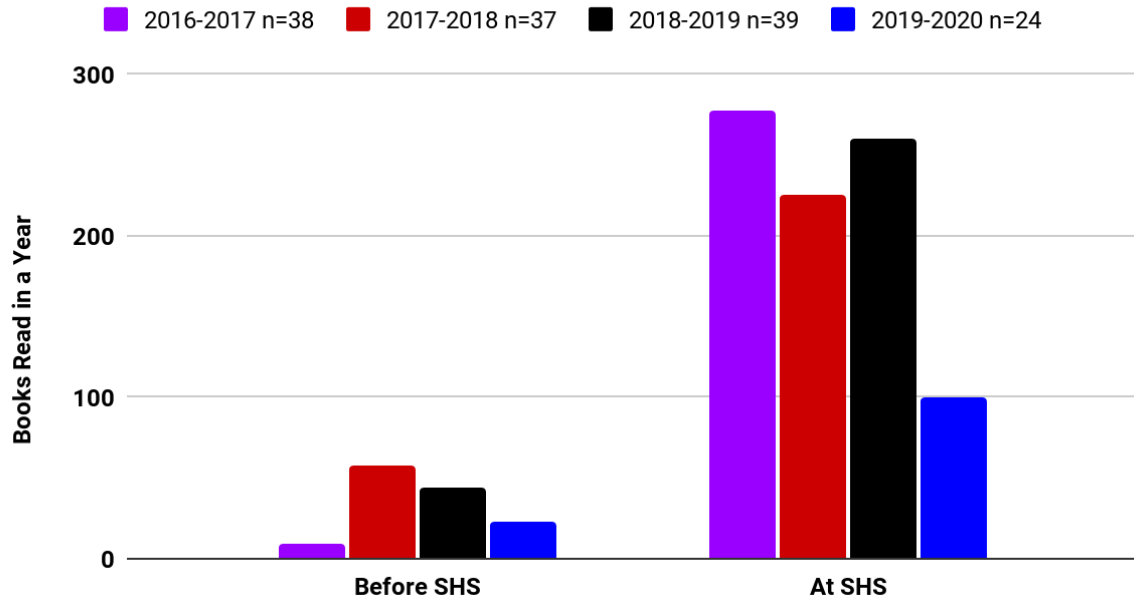


### Analysis:

We have maintained a positive average over 78% for attitude change in reading. Our related graphs and personal conversations with students tell us the reading program is favored, however this graphic and survey question does not as we did have a few students coming to Sierra High that were avid readers. Example, some of their responses were that the program at Sierra has not changed their attitude, but supported their love for reading and they get a chance to read in school everyday. What we needed to ask was, “Has your attitude about reading changed or been supported in a **positive** way since beginning Leisure Reading ?”

Regardless, we are averaging over 78% positive responses, and more importantly a high percentage of those positive responses prove that students are beginning to read for the first time in many years, and also are able to build reading stamina in multiple subjects and on multiple campuses in some cases, such as Sierra College. It is easy for us to make these connections because of our high rate of enrollment at Sierra College. Students are moving from non-readers to engaging as a student and many are attending a college class now, or enrolling in college as a post-secondary option.

## Books read in a year, Before SHS and while At SHS



**Analysis:**

This is one of our striking data samples that support our push for literacy for all students. We believe that engaging in reading for understanding and enjoyment boost the likelihood of post secondary success. Our survey data for 2019-2020 had a steep drop and we believe that this is due to two factors; one which is the school closure for COVID-19, and the other being a smaller sample size of students surveyed this year. Our data collection process was strained as usually we collect data in person with a modified school schedule to allow student time to take our surveys. This past year our data was collected in a distance learning format and our numbers of students responding was considerably lower than normal. However, we still are able to show a stark increase of literacy of our students in the data above. Four times as many books were read by students during their enrollment at Sierra High than at their previous high school.

**Student Voice Data Samples 2016-2017:**

“My attitude has changed because reading isn't boring I like what im reading I like how we have time to read whatever we want without having to read something really boring that I don't like.”

“It has changed for me, its interesting and I actually read now.”

“Yes, because I was lacking time at home to sit down and just read, so that 20 minutes before class is really amazing. That time has helped to feed my love for books and reading.”

“Its not forced for a certain amount of time. And we aren't tested on it. Less pressure to do something I'm not a fan of. But it lets me read without feeling so pressured to do so well.”

“I find reading so much more educational, i used to read just to get the credits but now I read to get a better understanding of reading skills and the actual information from the book is very educational in school and in life.”

“Yes, I didn't like reading before i came to Sierra. Now i enjoy it.”

**Student Voice Data Samples 2017-2018:**

“I used to think reading is boring, but now I think reading is an amazing way to extend your vocabulary and learn new things. So far being in Sierra my perspective on many things like learning and reading have changed especially reading. Before coming to Sierra whenever it was time to read I would find a way to ignore it but now I look forward to reading and finishing my book. Thanks to the help of Mrs. Zapata I have found a book that I enjoy which I think is going to help me enjoy reading because it is about something that interests me.”

“I thought reading was boring, it wasn't something that caught my interest. Now I think books are interesting, because I started reading the right books and books that I actually like and found genres that I am interested in.”

“I used to think reading was boring and stupid because I did not find a point in it. Reading used to be boring because teachers just want you to read and take tests. Now reading is fun and cool because I don't have worksheets and tests. I wonder if reading will get more exciting in terms of the theme. I also wonder if reading will get more intense.”

“I used to think reading was boring until I came to Sierra and Mrs. Zapata worked hard to try and change your mindset on reading. She would talk to you and see what kind of stuff interest you and try and find books online that meet your interests. Some goals I would like to make for myself is to finish at least 4 books this year and try to expand my schema and vocabulary. Also try to get my classmates that have the same mindset I had and help them out to achieve what I have.”

“I used to think reading was not for me. I would always find reading boring because I wouldn't understand what the book was talking about, I would just skip pages to finish quick just because I didn't like the book at all. Now I think reading is fun and interesting because I found ways to understand such as highlighting, chunking, annotating, and asking questions when I don't know what the word means or what the book is really talking about.”

“Reading for me has always been a challenge, but not because I don't know how to read I just never had any interest in it. I used to think reading was boring or for nerds. It was so unappealing to me that I just hated books. Finding books that interest me or a topic that interests me helps me find books. Now that I am able to look and read books that I want to I look at them differently. I have more interest in them, I want to experience different types of books.”

### **Student Voice Data Samples 2018-2019:**

“I have been able to find books that keep me hooked so that I don't put them down and forget about them.”

“Im fascinated by the books I read that I thought were to hard for me but then i started actually trying to read it fully I began to like them more and more.”

“I enjoy reading now even while not in school, I have been able to find books that keep me hooked so that I don't put them down and forget about them.”

“I enjoy reading now even while not in school.”

“I have more time to read at school, and get excited about books that we talk in class, making me want to read more.”

“It has helped me put it into chunks when I don't understand.”

“I hated reading, now I love it.”

“I used to never like or want to read but now i like to.”

“I started to have more interest in reading now because here you have to read and other schools you don't”

“I decided to read more books with substance because i realised that knowledge could be found in other places aside school itself.”



**Student Voice Data Samples 2019-2020:**

“I started to look at reading as something fun.”

“I feel like its more calming and a lot more useful.”

“I had more time to read.”

“Yes because I didn’t really like reading but with a little motivation from the staff little by little I started liking it

“Yes because I like it when I read now.”

“I feel like reading is important especially when growing up, I used to find it pointless.”

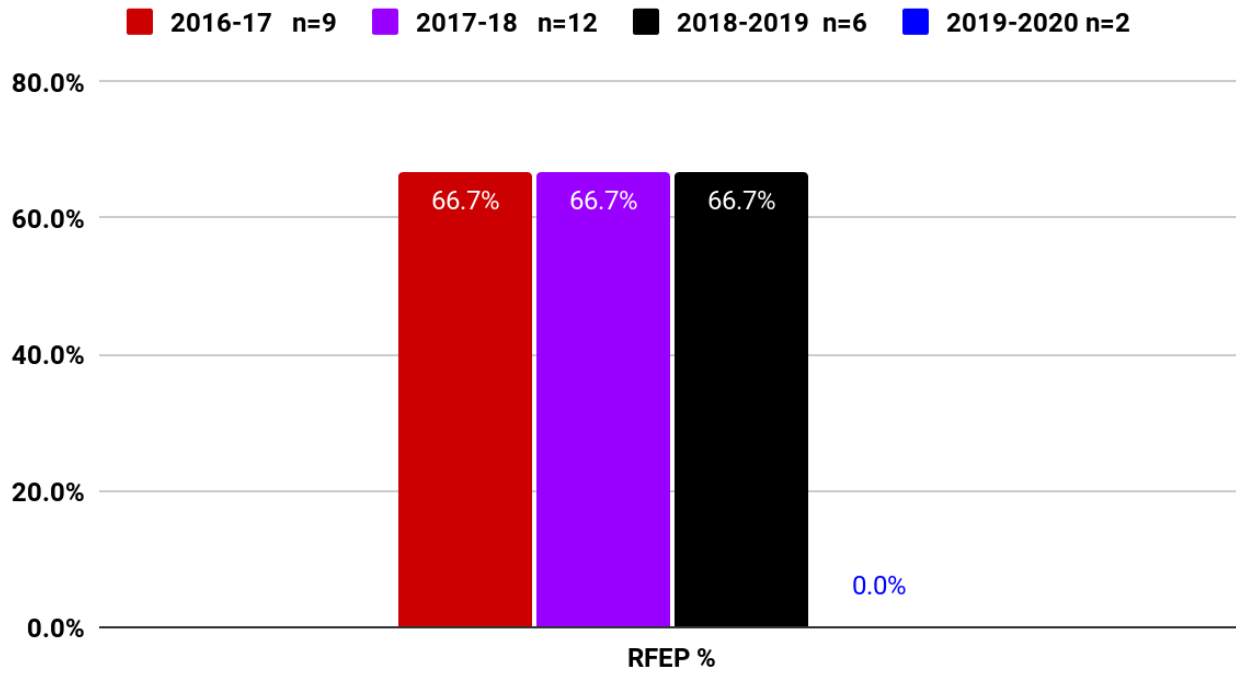
**Analysis:**

These direct quotes above are from students the last four years that were asked to submit their thoughts anonymously about their own reading and how that has changed since attending Sierra High. It is significant that regardless of our population, the answers remain similar. While a few students report about how the school supports their already present love for reading, scores of students report the beginning and evolution of their love and appreciation for reading, or becoming a reader, or making a direct connection to reading and knowledge. Additionally, we have noticed that each year students talk about not being tested through our reading program. This was a gamble many years ago as we wondered, “What will make the student follow the school policy of all students reading everyday?” Consistently the answer is that students build their reading stamina, it relates to all subjects, and connections are made through earning credits in high school and making plans for post secondary education or training as they become capable readers in all subjects.

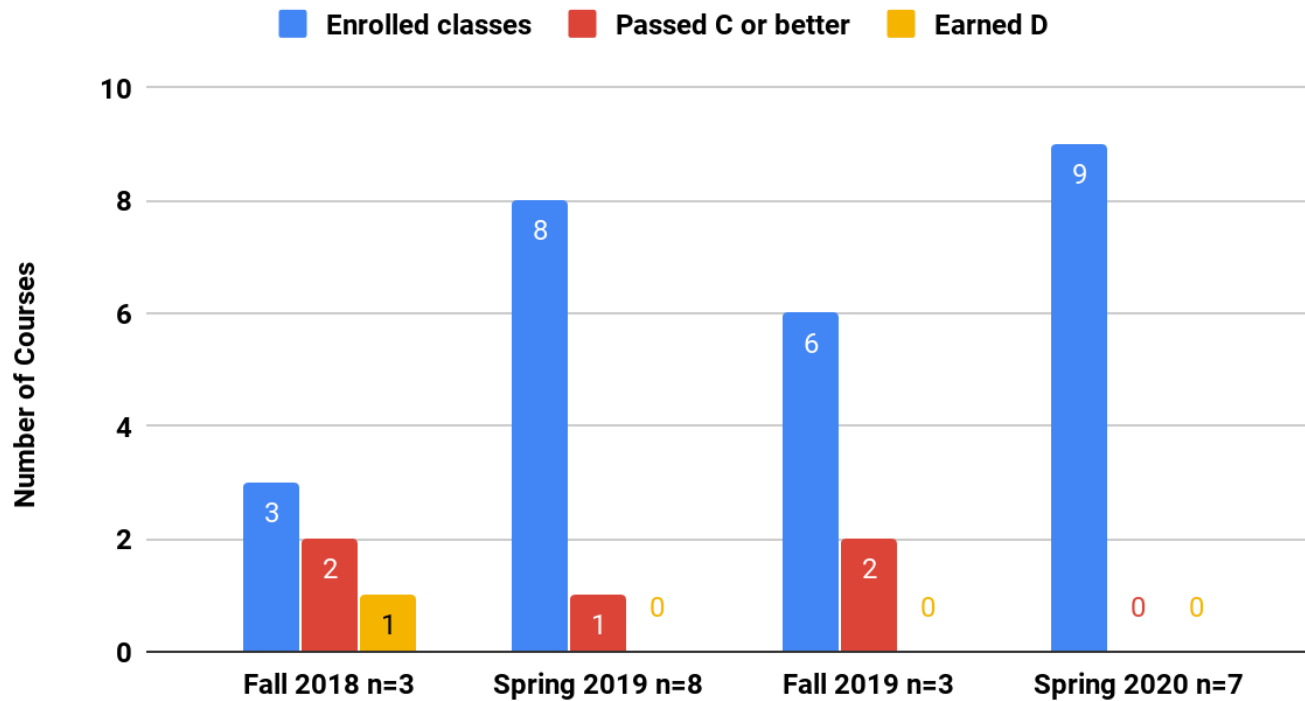
<b>District LCAP Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3</b>
<b>2019-2020 Site Goal 1A: Reach a 100% reclassification rate for long term English Language Learners.</b>

<p><b>2019-2020 Results:</b></p> <ul style="list-style-type: none"> <li>● 0% Reclassification Rate- <b>ELPAC not offered Spring 2021</b></li> <li>● Highest number of Ever EL students enrolled in a college course while at Sierra High (<u>College Exposure</u>)</li> </ul>	<p><b>Was the goal met?</b> N/A</p>
<p><b>2019-2020 Planned Activities/Strategies:</b></p> <ul style="list-style-type: none"> <li>● Utilize THS, TTUSD Adult Language courses and Sierra College for more support for our New Comers who need additional language support.</li> <li>● Continue to connect the LTEL students to real life connections to their language learning. We are working on a new Alternative Data focus in this area too, as we see the value of documenting the college courses completed by RFEP'd students attending SHS, and the ratio of RFEP students taking college courses.</li> <li>● Use cooking/recipes with students to build connections to culture and understanding costs and kitchen measurements on multiple occasions</li> <li>● Direct correlations to culture and current learning tasks associated with multiple subjects.</li> </ul>	<p><b>2019-2020 Actual Activities/Strategies:</b></p> <ul style="list-style-type: none"> <li>● Used cooking/recipes with students to build connections to culture and understanding costs and kitchen measurements on multiple occasions</li> <li>● Direct correlations to culture and current learning tasks associated with multiple subjects.</li> <li>● Utilize THS, TTUSD Adult Language courses and Sierra College for more support for our New Comers who need additional language support.</li> <li>● Continue to connect the LTEL students to real life connections to their language learning. We are working on a new Alternative Data focus in this area too, as we see the value of documenting the college courses completed by RFEP'd students attending SHS, and the ratio of RFEP students taking college courses.</li> </ul>
<p><b>Analysis of Effectiveness:</b> While the goal was not reached because testing was cancelled. We only had three students who were enrolled in our ELD program. Of those three students we were prepared to start testing the end of March and schools closed on March 13.</p>	
<p><b>2020-2021 Site Goal 1A:</b> Reach a 100% reclassification rate for long term English Language Learners.</p>	
<p><b>2020-2021 Planned Adjustments/Additions of Activities/Strategies:</b> 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.</p>	

## ELD Reclassification Data



## Ever EL Sierra College Enrollment



### Analysis:

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 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. The past two 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 two years ago, and last year we had the most Ever EL students enroll in a college course. However, no courses were completed. 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 peers. This also speaks to our relationships that were built and the rise of student beliefs in their own dreams and goals.

**District LCAP Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3**

**2019-2020 Site Goal 2:** Increase Student credit earning in required math courses. Increase students' ability/confidence/efficacy in speaking/writing about Math.

**2017 WASC Recommendations: (The 2020 WASC visit was postponed until January 2021, results pending May 2021)**

- Consider the importance and relevance of exploring ways in which SHS can continue to pursue assessments based on individual student skill attainment and progress in lieu of grade level standards.
- Continue to research, develop, and implement benchmarks for targeted programs and content area in order to establish authentic and relevant data points that will effectively address the learning needs of each student.
- The WASC Accreditation process should be part of the total Sierra High School Staff Development Program whereby all staff members are involved in the ongoing problem solving methodology. The Single Plan for Student Achievement is the schoolwide action plan by which the future WASC accreditation criteria will be addressed. The SPSA is carefully developed annually by the school and requires approval at the District and Board levels. The action plan is focused on student learning.

**2019-2020 Results:**

- Eight out of 12 direct instruction students earned more math credits than in their previous school(s). Two out of 12 earned the same amount of math credits as the prior year.
- Three years of an increased rate of student math credit earning in has occurred with direct instruction
- Five students doubled their growth rate
- Five students together averaged a growth rate of over 43%.

**Was the goal met? Yes**

**2019-2020 Planned Activities/Strategies:**

- Although the Math Riddle was a grand idea, as this strategy is similar to how our successful Reading program to promote literacy began, we have abandoned this idea for now. As a staff we debated staying the course, but as we continue to incorporate more and more programs and interventions from 8:00 to 9:00 a.m., we decided to continue with building a direct instruction math course instead.
- We are offering a direct instruction Integrated 1 course this year in an effort to thwart the continued multi-year failure of math students that we acquire. This will be a large class incorporating all students who have not passed Integrated 1 to graduate.
- SPED support will be available to this class also while class is in session.
- We will also mandate the 8:00 - 9:00 hour as a math “lab” for these students in an effort to offer them Math everyday in a school schedule where they would usually receive math every other day for 90 minutes. Students have commented, “I need Math everyday to get it Mr. Wohlman.”
- 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.

**2019-2020 Actual Activities/Strategies:**

- We are offering a direct instruction Integrated 1 course this year in an effort to thwart the continued multi-year failure of math students that we acquire. This will be a large class incorporating all students who have not passed Integrated 1 to graduate.
- SPED support will be available to this class also while class is in session.
- Due to scheduling issues for students who needed credit recovery in multiple courses, the Math Lab was not a guarantee. However, students could have an afternoon period to address math concerns.
- We will also offer math instruction every day as students have commented, “I need Math everyday to get it Mr. Wohlman.”
- 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.

**Analysis of Effectiveness:**

We were surprised by our results as we know students did not necessarily meet our expectations of adequate credit earning in Math. However, after an intensive dive into the data our charts show that most of our students in the direct instruction class did very well on a credit earning growth model. We only had one senior that did not graduate because of missing math credits, and that senior has returned to school.

For a consecutive two years many math students in direct instruction continue to double their credit earning as compared to a previous year outside of Sierra High. Over the last few years, Direct Instruction was offered in Geometry, then Integrated 1, and Business Math. Six students earned math credits for the very first time in high school in the 2018-2019 school year. For the 2019-2020 school year students will again have a direct instruction

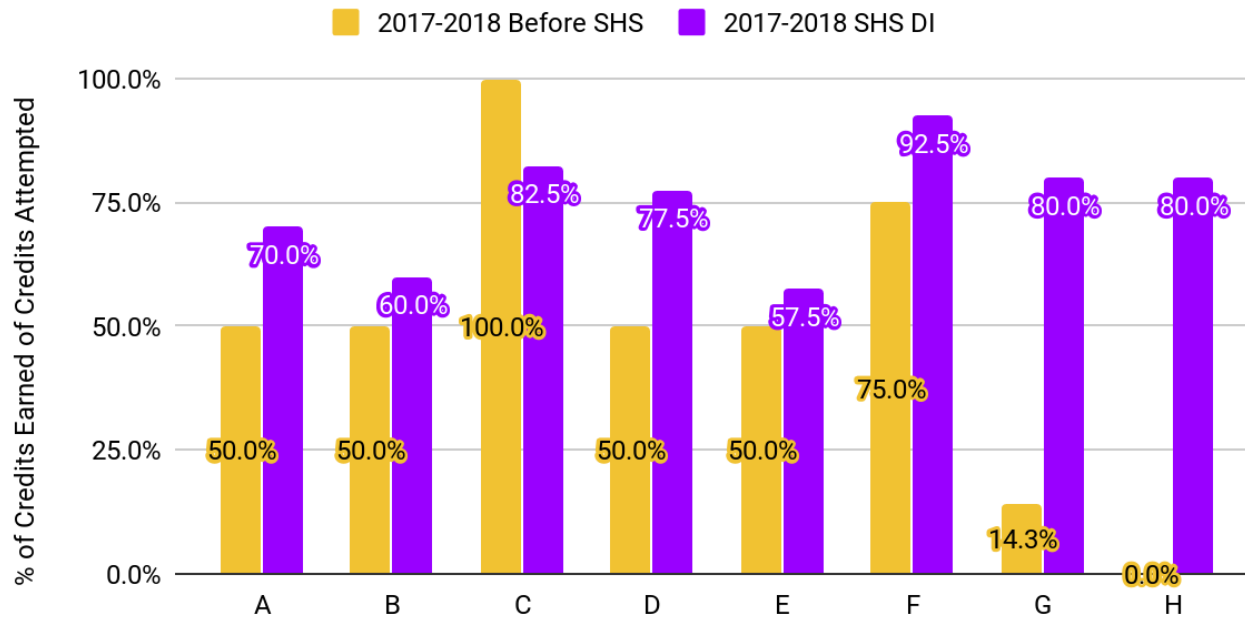
Business Math course. We will start the year with 20+ students in that course. This will be the biggest direct instruction math course we have ever offered at Sierra High school.

**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.

**2020-2021 Planned Adjustments/Additions of Activities/Strategies:**

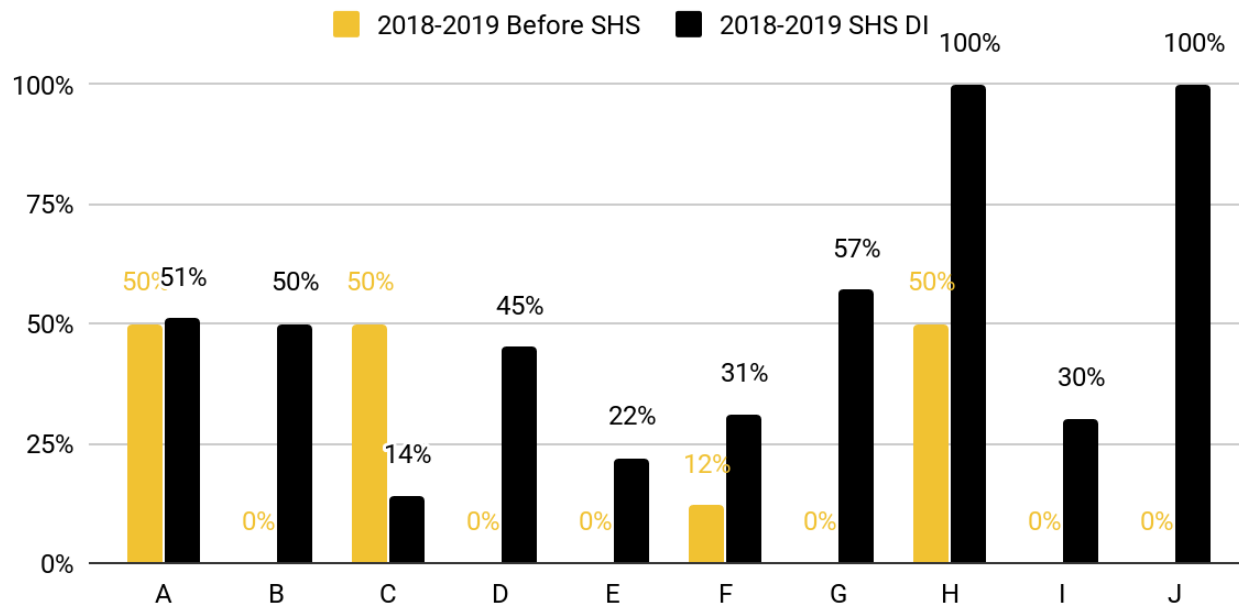
Our enrollment for 2019 has shown that 21 of our students need 10 credits of math beyond the Integrated I requirement, and 16 are scheduled together in a Business Math course. Many students in the past have completed Business Math for their remaining 10 credits but have struggled with time management 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 who are working on as many as six different math courses. We will attempt to add guest speakers (Insurance companies, banks, private business) and schedule field trips to those local businesses to make math real for students. This will be our largest enrollment number for a SHS math course. SHS will offer an Introduction to Integrated I course to help support those students struggling to earn credits in Integrated 1, in design to then offer the Integrated I materials and standards. Proficiency scales will be introduced and defined throughout the year.

## Math credits earned before SHS and in SHS Direct Instruction Geometry 2017-2018 n=8

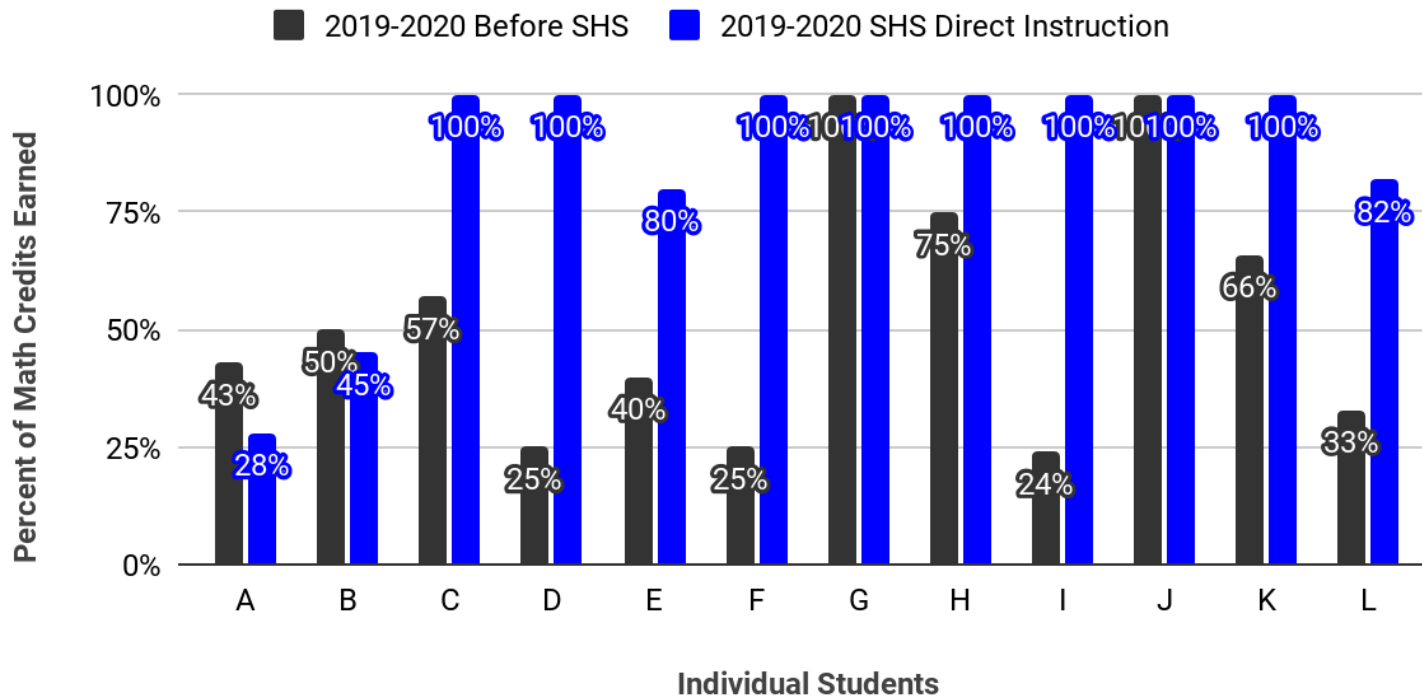




## Math credits earned before SHS and in SHS Direct Instruction Integrated I Class 2018-2019 n=10



# Math credits earned before SHS and in SHS Direct Instruction Business Math Class 2019-2020 n=12



**District LCAP Goal 3: 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. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8) HRS Level 1**

**2019-2020 Site Goal 3:** Students will follow the elements of our School Creed.

- Speak/Act/Dress Appropriately
- I Do It
- Engage in Your Education
- Respect Earns Respect
- Allow Others to Learn

**2017 WASC Recommendations: (The 2020 WASC visit was postponed until January 2021, results pending May 2021)**

- Continue to research, develop, and implement benchmarks for targeted programs and content area in order to establish authentic and relevant data points that will effectively address the learning needs of each student.

**2019 - 2020 Results:**

We qualified our results for this goal by going through all of our paper discipline referrals for the year. Overall by the fourth quarter of school our enrolled youth became students and followed the creed.

- 190 Behavior Referrals Written
- 69% of referrals occurred in Semester 1, 31% Semester 2
- 50% of referrals were again this year were based on lack of student engagement
- 9 students were responsible for 59.2% of the referrals
- 100% of students feel safe at SHS
- 87% of our students feel connected to a staff member.
- 60% of students were already chronically absent when enrolling at SHS.
- Creed coin numbers???????

**Was the goal met?** Mostly

**2019-2020 Planned Activities/Strategies:**

- We will stay the course with many of our strategies identical to last year. However, each year we are met with a different group of students in the Fall and can never predict what will surface for challenges.
- 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.
- We are planning a day excursion in the fall of 2019 and spring of 2020, and a Creed celebration trip to a theme park in May.
- 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.

**2019-2020 Actual Activities/Strategies:**

- More SSTs scheduled.
- Increase of parent contact through phone, email, and parent meetings at SHS.
- Field Trips with students did help our students connect with staff.
- Creed coins were appreciated by students
- Successful field trip to the Ropes Course at . . .
- End of year trip cancelled ast the pandemic started on March 13, 2020 and led to our school closure, and then on to distance learning.
- Built distance learning courses - all teachers teaching virtual for the remainder of the school year.

**Analysis of Effectiveness:**

With a high percentage of students feeling safe at school, 100%, we feel that our Creed expectations are effective and a positive model to follow. Last year was a trying year mentally for staff as student mental health challenges and high apathy for education was very prominent. However, with our results being very similar it speaks highly of staff dedication no matter the challenge. Similar to last year, a small number of students were responsible for a high number of referrals and suspensions. Additionally, 85% of students feel that they are connected to a staff member.

**2020-2021 Site Goal 3:** Students will follow the elements of our School Creed.

- Speak/Act/Dress Appropriately
- I Do It
- Engage in Your Education
- Respect Earns Respect
- Allow Others to Learn

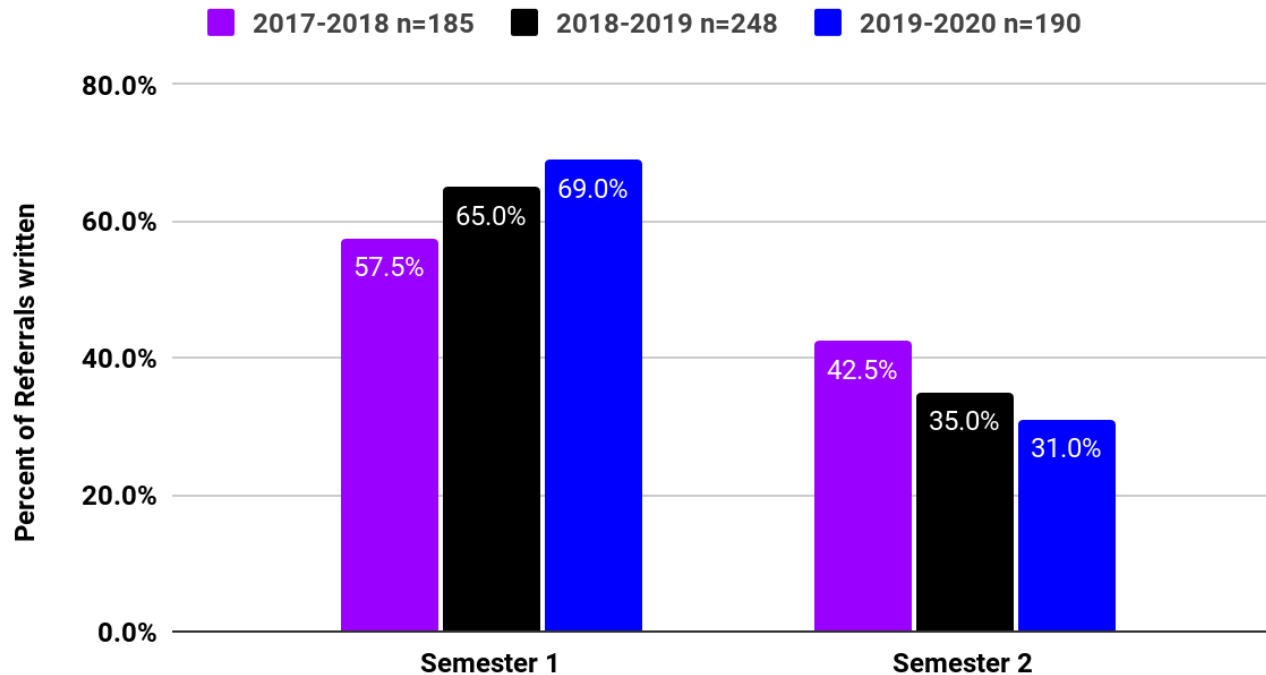
**2017 WASC Recommendations: (The 2020 WASC visit was postponed until January 2021, results pending May 2021)**

- Continue to research, develop, and implement benchmarks for targeted programs and content area in order to establish authentic and relevant data points that will effectively address the learning needs of each student.

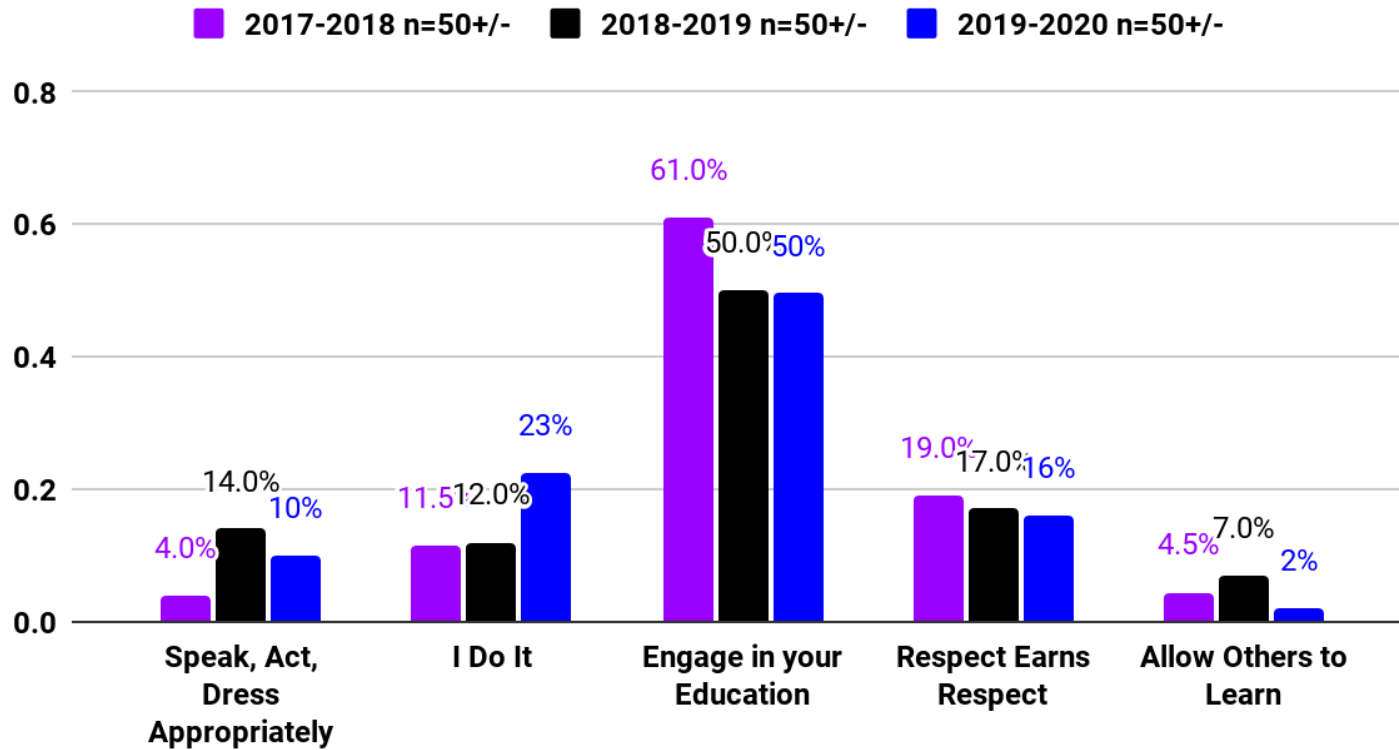
**2020-2021 Planned Adjustments/Additions of Activities/Strategies:**

The SHS Wellness program/plan will continue to be operated within our school with our current personnel. Once we analyze what our students need we will incorporate district and outside district partners for support specific to the need. We have discontinued an open net cast strategy to start the year. Instead we study our students and glean information and facts from then to give us direction on how to proceed. We are predicting a high need of support for wellness via google meets for the upcoming school year.

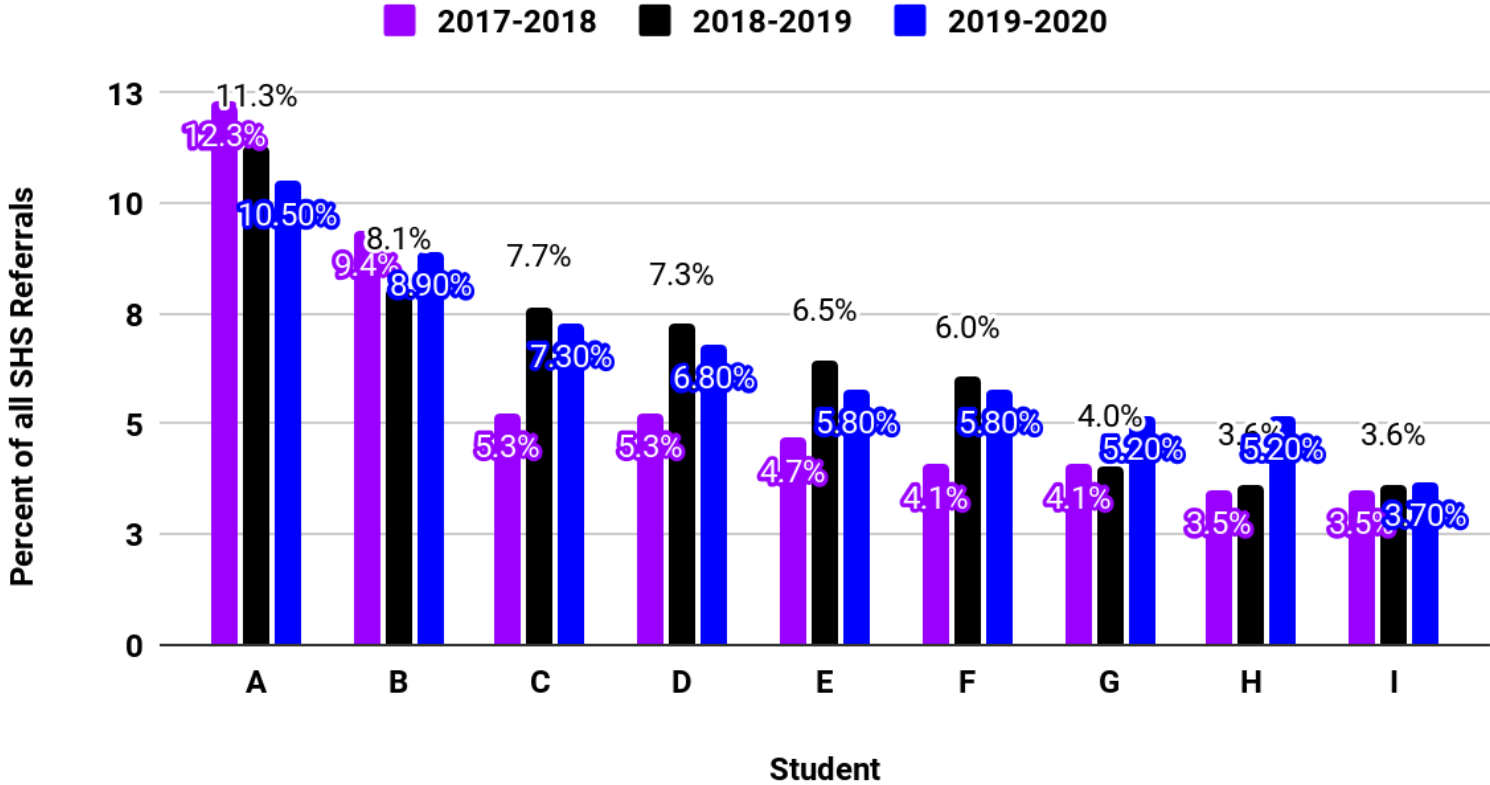
### Referrals written by Semester



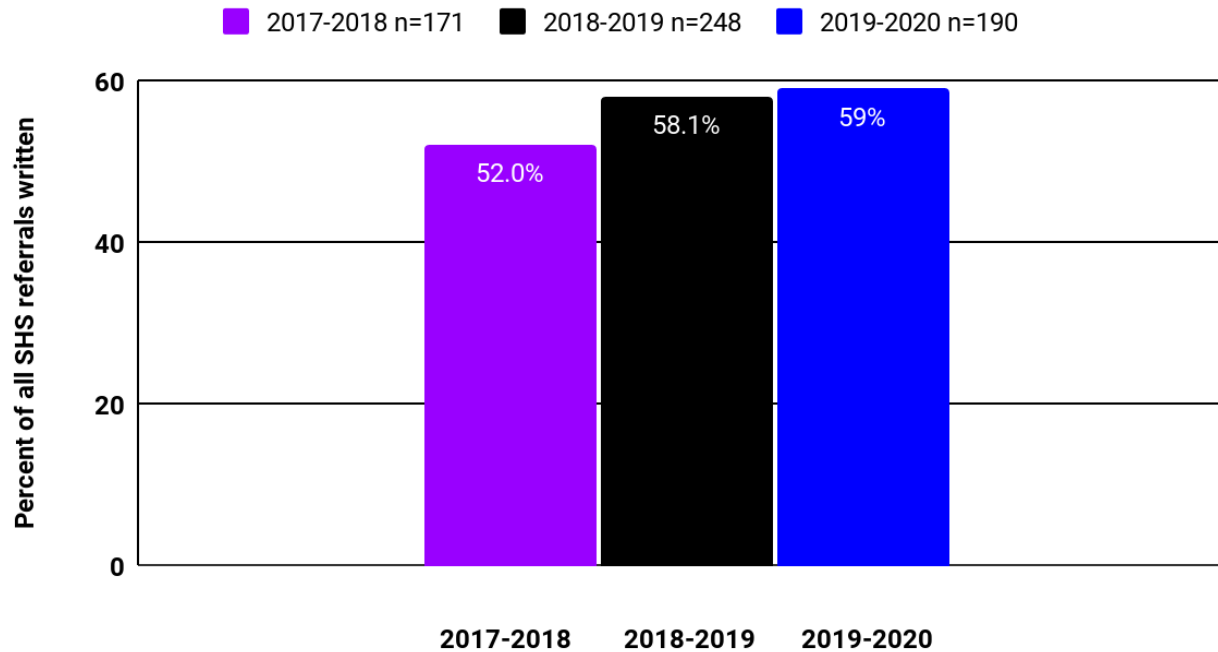
# Referrals by SHS Creed Infraction Type



# Individual students earning the most referrals



## Nine Students combined referral earning total



Analysis:  
What we see in the discipline charts above is that the discipline referrals had a drop in the second semester as our students became stronger students and they became more focused on graduation. They finally believed that they could graduate, and many had plans beyond high school that they never even thought about until their time at SHS. It is a huge mental shift for them. Many students in a regular/normal situation talk about dreams and events after high school even before they enter the second or third grade. Many of our students have not talked about post-secondary plans since elementary school, and finally return to those talks around November of their Senior year. This mental switch/state of mind has a huge psycho/social/emotional toll. It brings excitement, disbelief, self sabotage, anger, and a numbing sensation with questions like, “But now I don’t know what to do, now that I know I really could do something.”

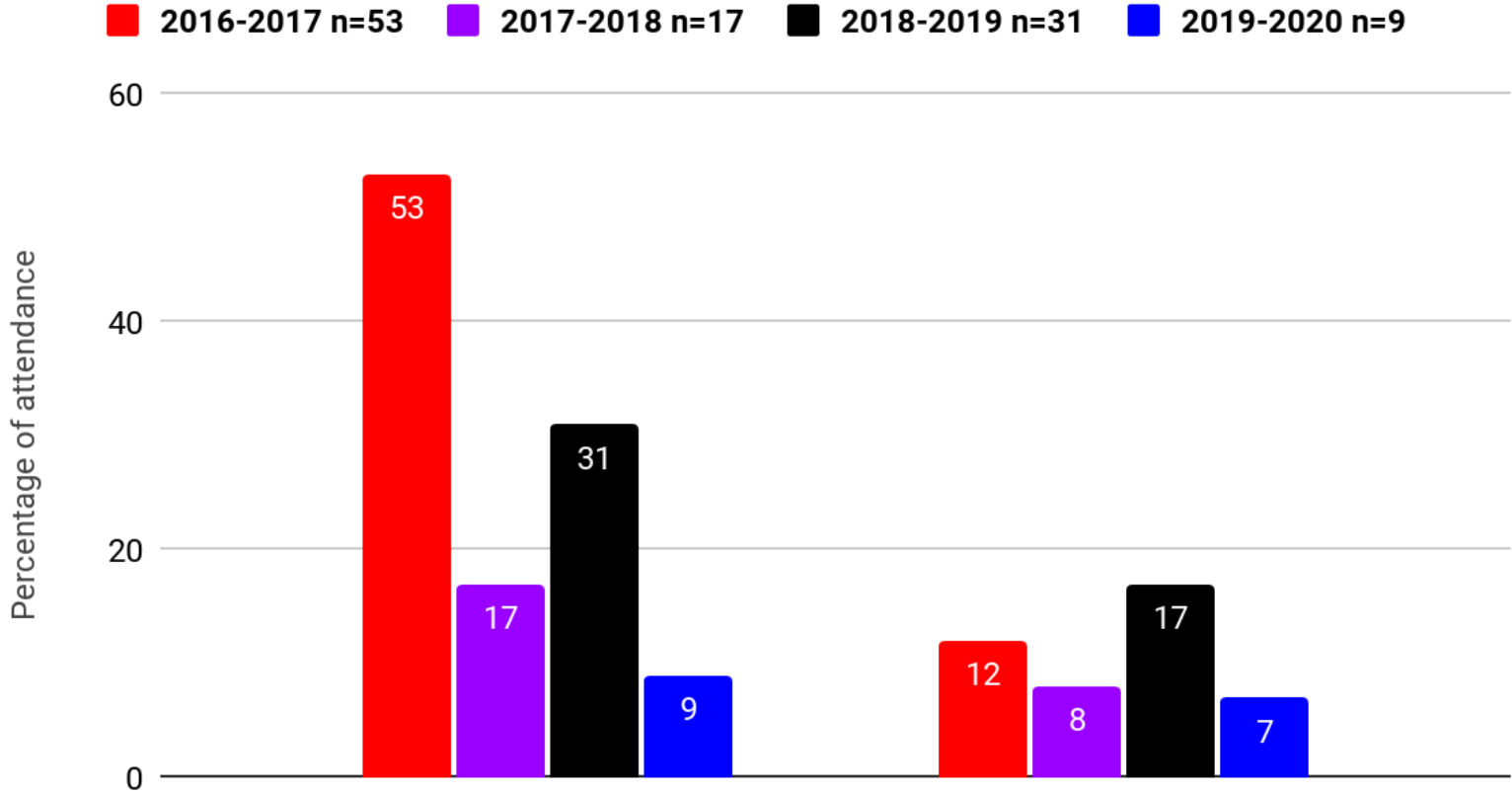
Referrals based on not following the School Creed, shows the dominant numbers of referrals for not engaging in their education for three consecutive years. We believe this comes from ingrained past habits of not engaging in school. The rise of total number for referrals, 171 to 248 was evidence of our challenging group of students two years ago. Last year we had a drop of 58 total referrals with a total referral count of 190. Most likely this was due to our students being online from March to June of 2020. Also, not every infraction is documented as many times a conversation in the moment corrects the behavior and we hope that small reminders will have a better effect on behavior than a full referral.

The Percent of Referrals graph shows that even though we have a high number of referrals, over 58% of the referrals were given to the same nine



students (112 referrals), and the top five students of the nine earned 39.3.% of the referrals. Data for 2018-2019 was similar with five of nine earning 41.7%. The consistency of the discipline data, with ever changing students, is a very telling group of statistics. Notice the curve of data stays the same on our discipline data charts, regardless of our clientele, is that not fascinating? This helps prove the validity of alternative accountability.

## Suspension Data



## **Suspension Data:**

Analysis:  
53 suspensions were given during 2016-2017. Only 12 students were responsible for all of those 53 suspensions. In 2017-2018 there were 13 suspensions by 8 different students. In 2018-2019 there were 31 suspensions, with 17 students responsible for all of those suspensions. Only nine suspensions were given in 2019-2020. Of those nine suspensions, seven students were responsible for the nine suspensions. Over 50% of the suspensions (5) were due to drug use, coming to school under the influence or drug possession, while there was only one suspension for tobacco/vape. This past school year we documented is a significant drop of suspensions for our school. Even with the students being online for 25% of the school year, incorporating a 25% addition of the suspension average earning rate would still fall short of the total of suspensions for 2018-19, and a significant drop from 2016-2017, and 2018-2019. An interesting data point is that no students have been expelled from Sierra High School the past seven years.

## **Suspension Reduction Grant**

Last year 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. Sierra High School is planning on using these funds to pay for a 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. Additionally, the Sierra High School staff will be attending the upcoming Model School Conferences in California in an attempt to research and observe new strategies for continuation high schools to improve attendance, reduce suspensions, and effective teaching strategies for our clientele. Additionally, we will be looking into the Trauma Informed School Model and gleaning what we can at this conference for support and strategies to support our students through mental health challenges. Sierra High has seen a steady increase in enrollment of students over the years that are experiencing mental health challenges and displaying behavior and choices made by trauma affected students. Guest speakers, outside mental health providers, and other mental health services will be researched and/or employed by Sierra High through this grant to serve our students and staff development. Furthermore we believe that mental health concerns are leading to excessive absences and suspensions. Using some of these grant monies to bring a variety of food and snacks into the building will certainly be beneficial as we are starting to document the poor eating and drinking habits of our students, which research shows directly correlates to learning or lack thereof and behavior issues.

### **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.

### IGPC 2019 - 2010 Individual Graduation Plan Contract

<b>Name: Amazing Student</b>	<b>Age: 17 (12/14/2002)</b>	<b>Today's Date: 10/04/2020</b>
<b>Courses Needed/Location</b>	<b>Credits Needed</b>	<b>Completion Deadline</b>
English 11	5.00	January 2021
English 12/Sierra College?	10.00	June 2021
Business Math	2.50/5.00	November 2020/April 2021
U.S. History	5.00	January 2021
Govt/Econ	5.00/5.00	January 2021/June 2021
CTE	10.00	June 2021

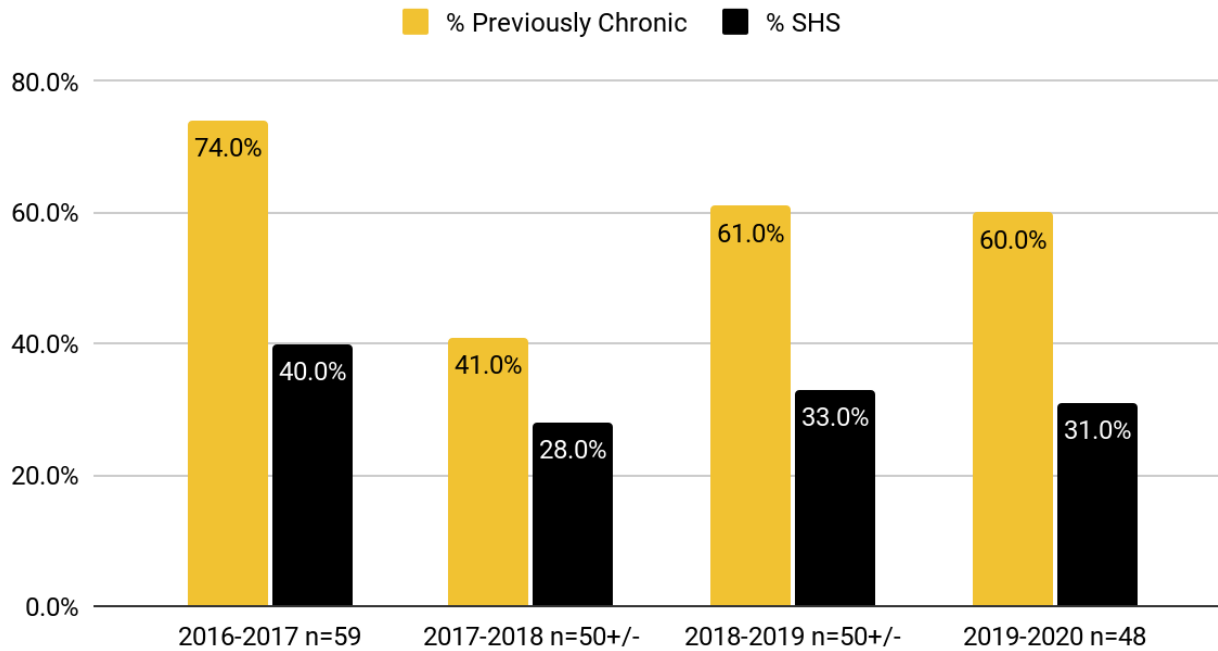
Per/Monday	Per/Tuesday	Per/Wednesday	Per/Thursday	Per/Friday
0 Business Math	0 Business Math	0 Business Math	0 Business Math	0 Business Math
1 Physics		1 Physics		1 Physics
	2 English 11		2 English 11	2 English 11
3 Business Math		3 Business Math		3 Business Math
	4 U.S. History		4 U.S. History	4 U.S. History
5 US History	5 US History	5 US History	5 US History	

Non completion of credits on contract by completion date may result in Administrative Withdrawal from Sierra High School and/or Cold Stream Alternative, schedule changes, and/or school placement changes.

Student Name Print Below	Student Signature	Signature Date
Teacher Rep. Print Below	Teacher Rep. Signature	Signature Date
Counselor Print Below	Counselor Signature	Signature Date
Principal Print Below	Principal Signature	Signature Date

Notes: Student will be on an every other day schedule next year. He will need another year of school to graduate. Easy Senior year, I would recommend taking a Sierra College course. Student will be working in the summer. Interested in Astronomy.

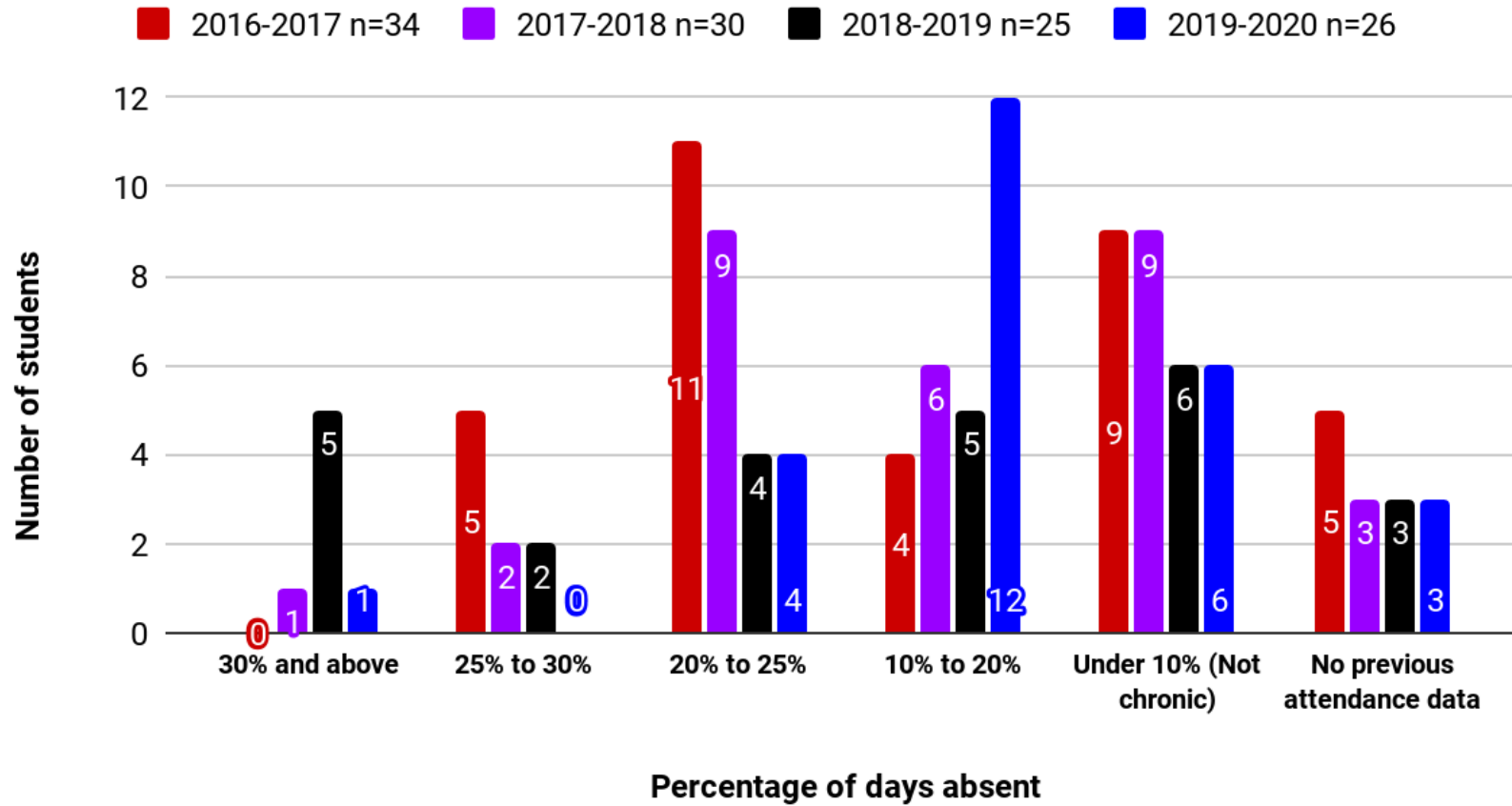
## Chronic Absentee Percentages Students



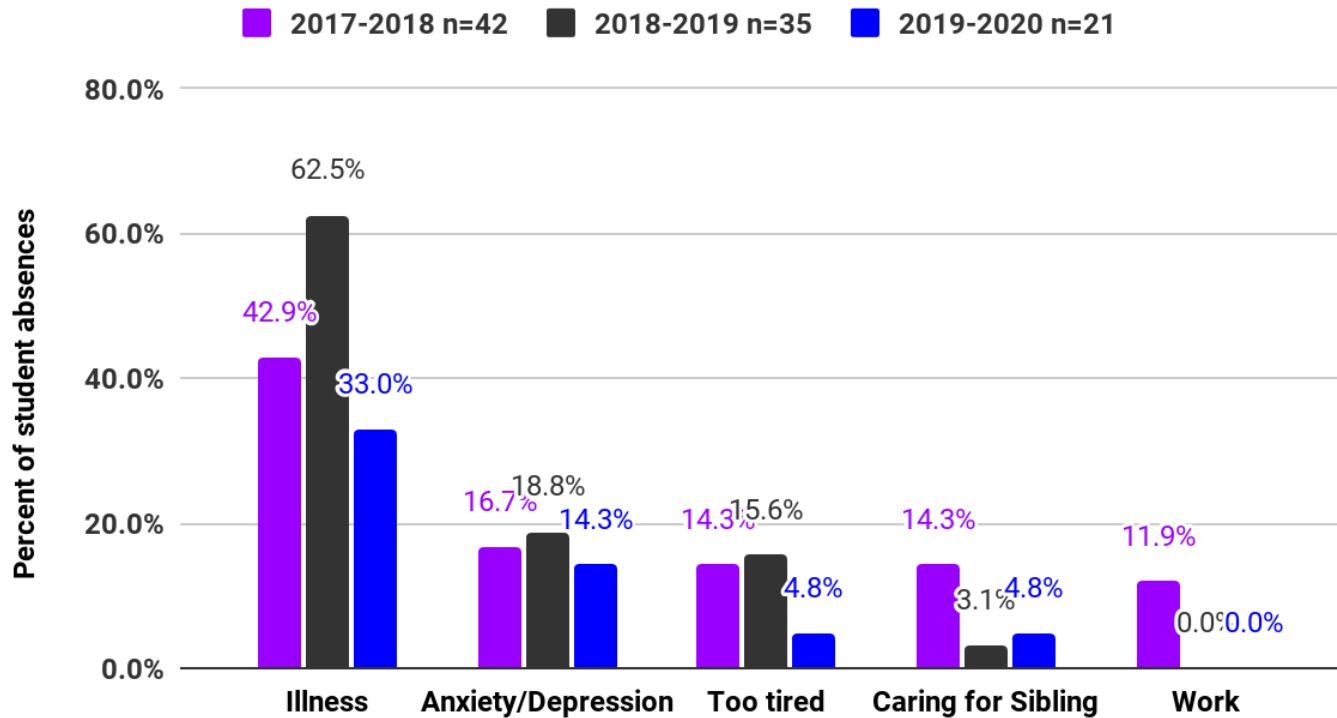
### Analysis:

This graph shows the percentage of students previously chronic at their previous school, in yellow. In black, the graph shows the percentage of chronically absent students at Sierra High at the end of the year. At times students that enroll in Sierra High can become un-chronic as the year goes if there are enough days in the school year to improve their percentage. The graph shows the growth of our students over time.

# Absentee Rate for Students at Enrollment

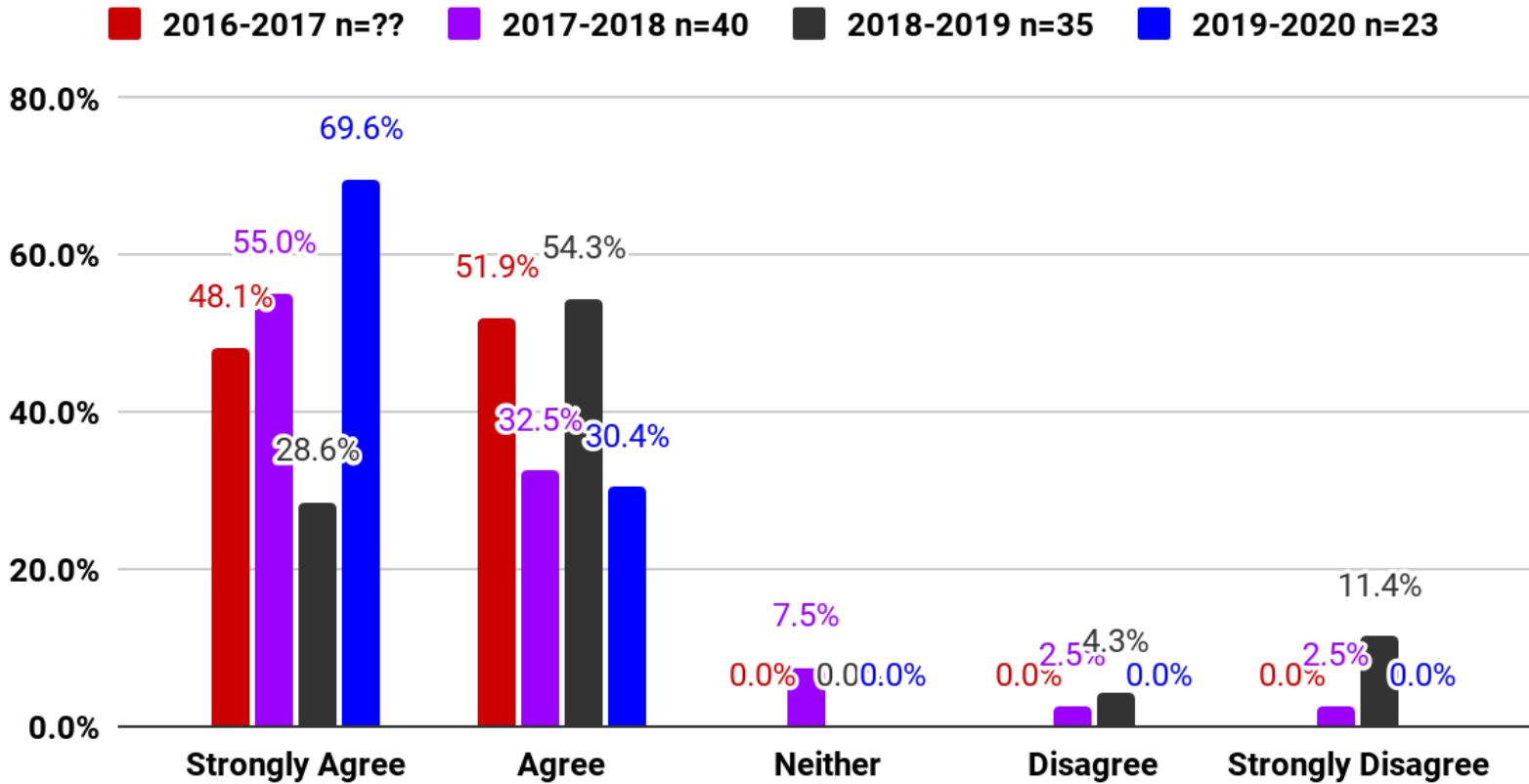


## Which ONE reason do you think caused the most absences?

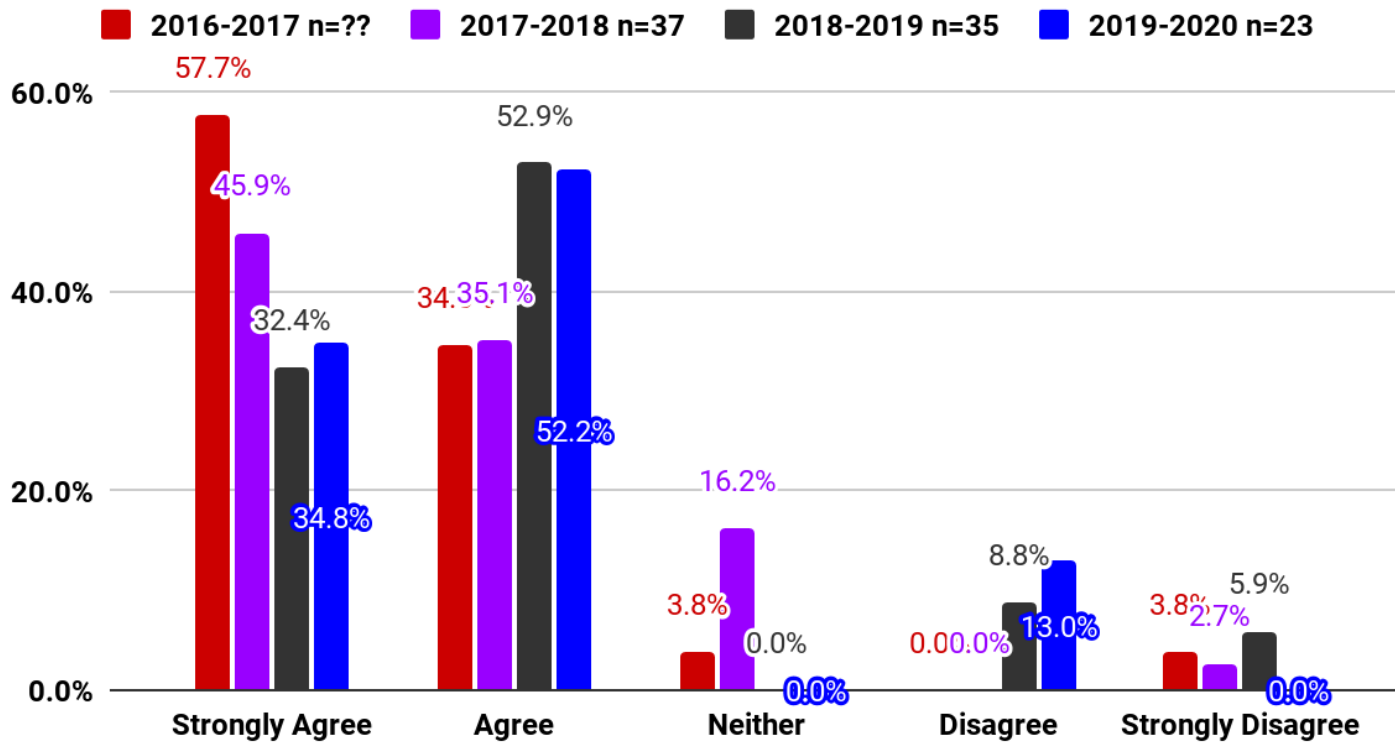


Analysis:  
 Of the 25 new students who enrolled in the fall of 2019 almost 50% of them missed more than 25% of their previous school year, with five of those students missing 30% or more of their school year. Illness and Anxiety/Depression were the top two reasons that students gave for missing school at SHS over the past two years. We are closely monitoring the Anxiety/Depression category as we believe that many absences under illness were contributed by anxiety or depression.

**If I have a problem, concern, and/or troubling feelings or thoughts I know there are resources available through SHS/CSA.**

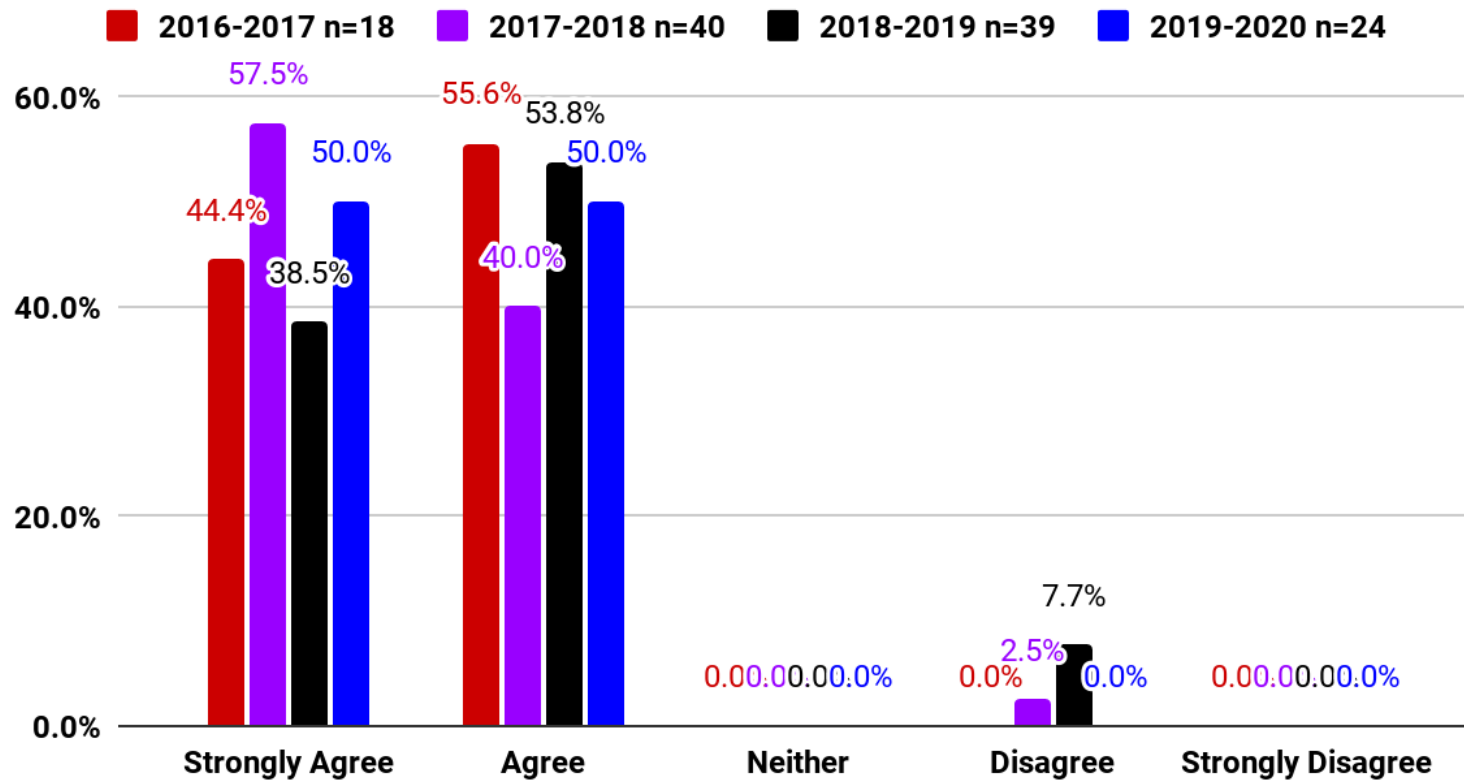


## I feel connected to at least one staff member

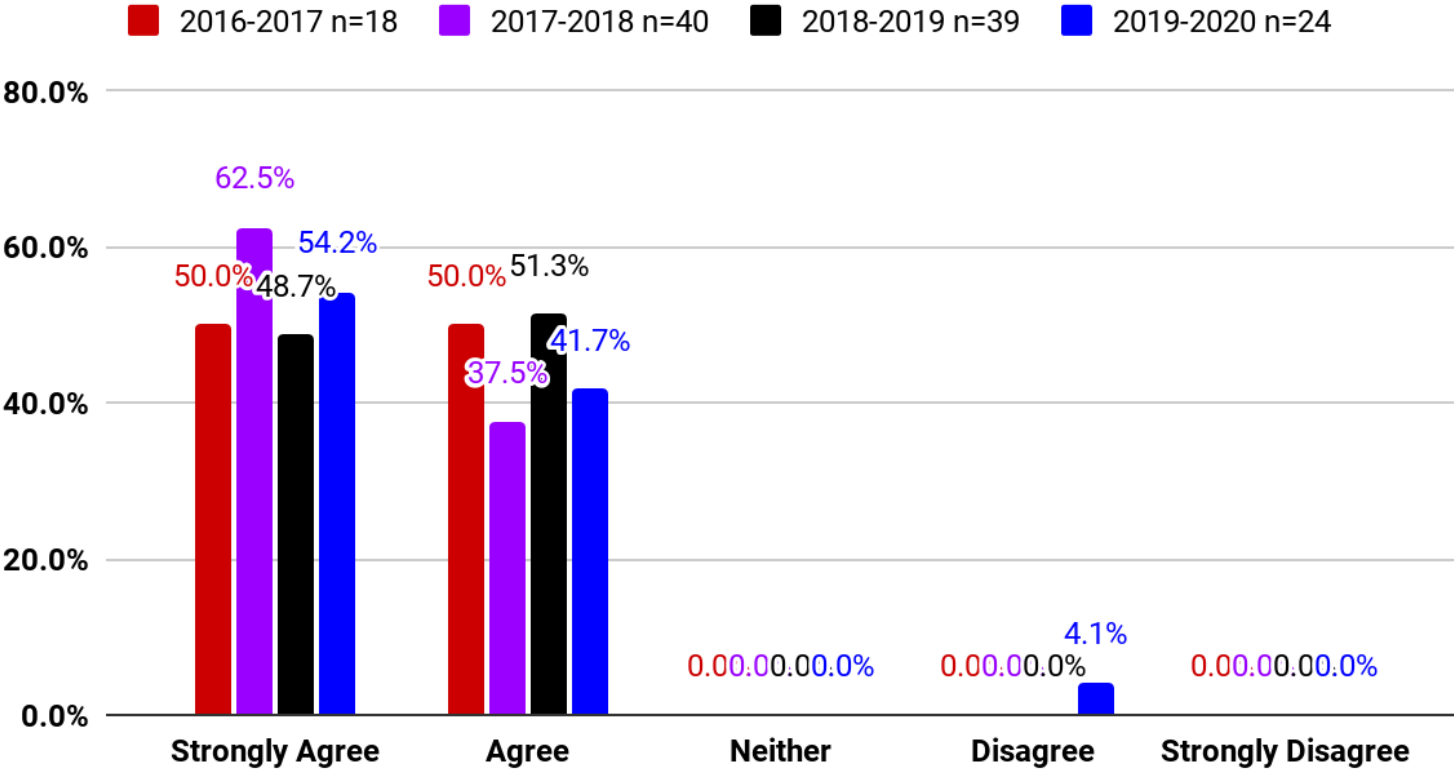




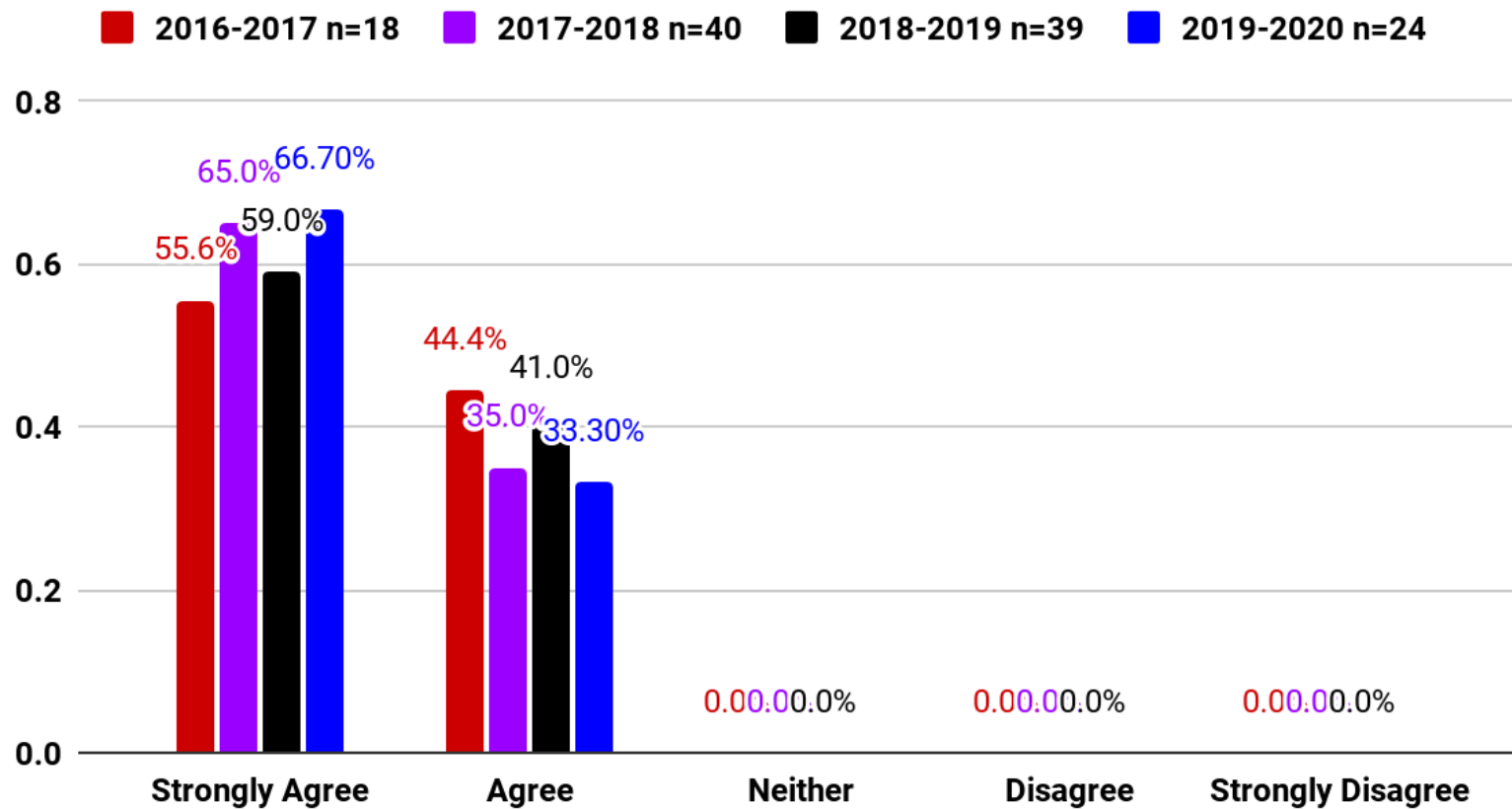
## I feel safe when I am at school



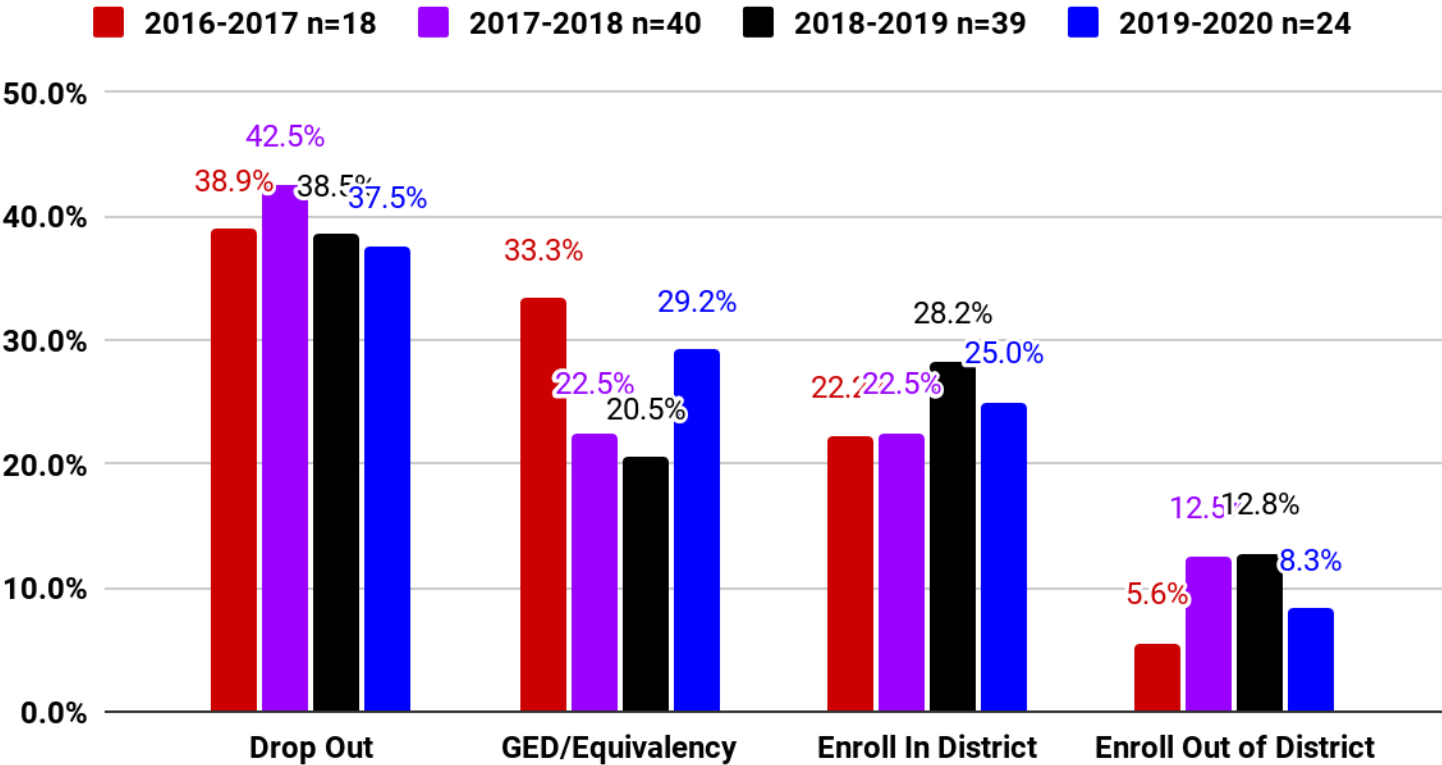
# The school gives me the tools I need to grow as a person



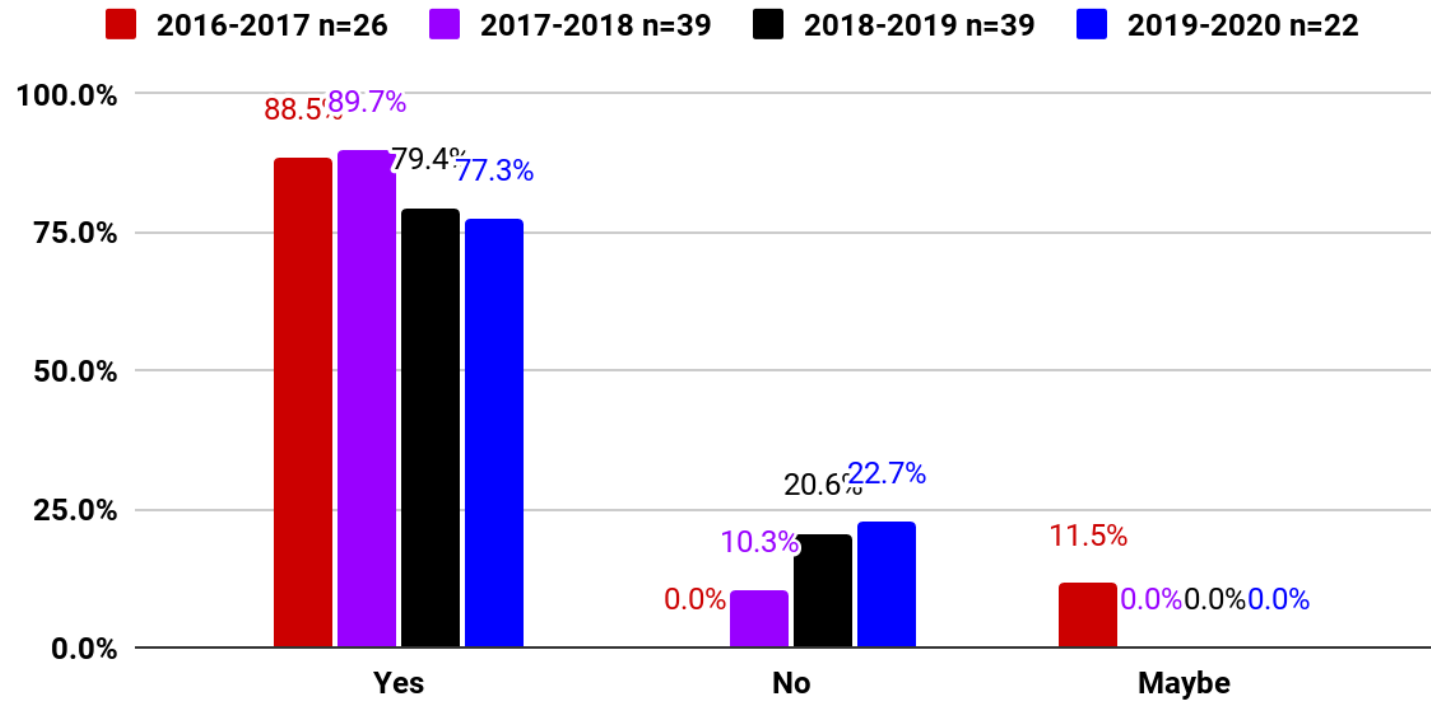
## I appreciate the options/choices that Alt. Ed. provides



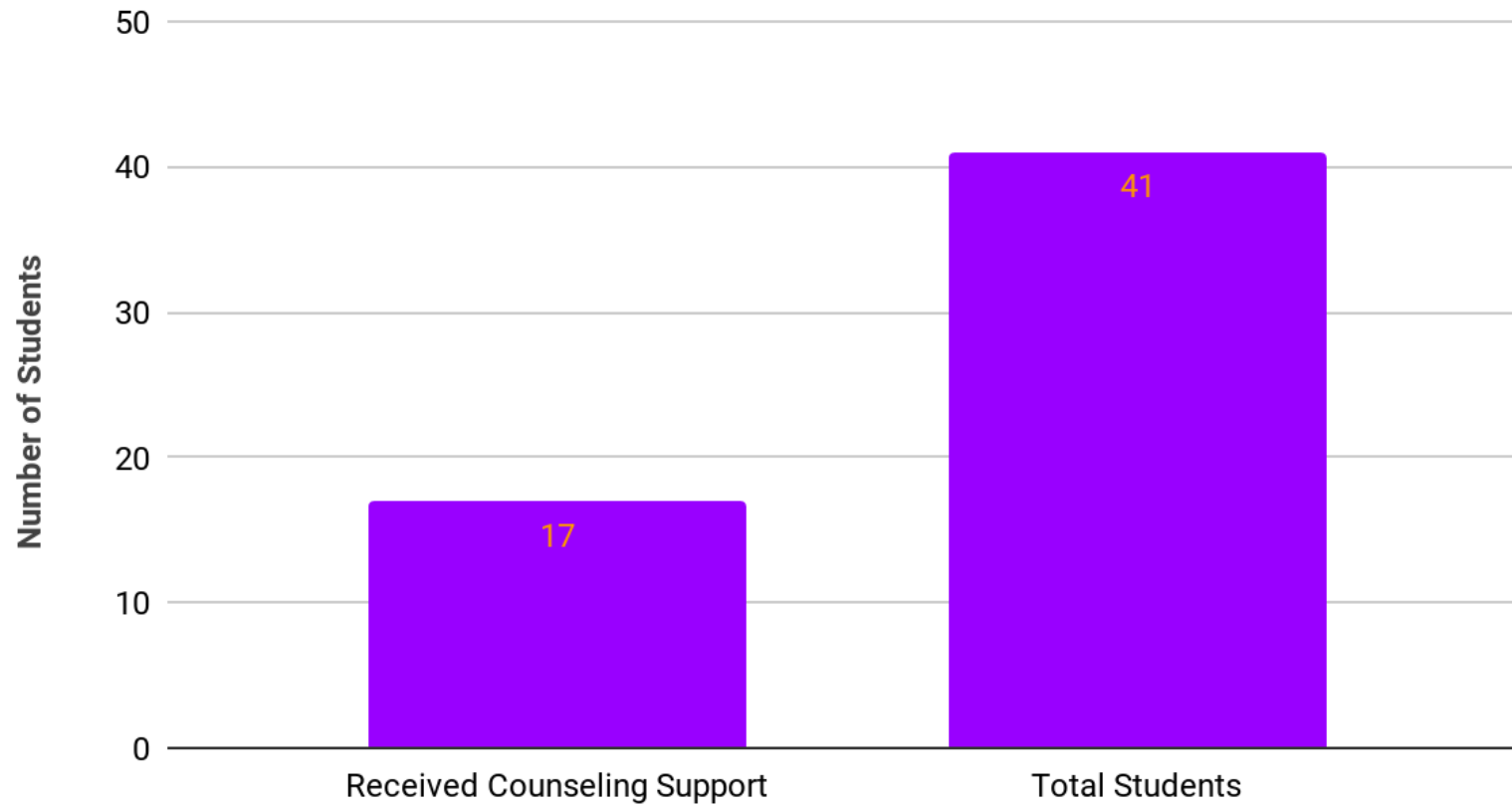
# Without SHS I would choose . . .



## The Enrichment Opportunities (presentations, wellness days, after school activities, field trips) are beneficial to me



## Students Receiving Counseling Support



**Analysis:**

The Mental Health Matrix 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. 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. This has required extensive training of our students to understand how to pre-schedule their days and take responsibility for better personal scheduling and not making last minute decisions for every scheduling action that occurs. The cell phone policy can be a battle for some students in the beginning, but all students eventually see the wins of turning the phones in during the school day.

In analyzing our Wellness Days for students that are co-planned/designed with our partners, we have determined that a loose plan for activities is not effective and allows less engagement and poorer results. New strategies started in the 2019-2020 school year as the school staff has agreed to plan and implement an intensive Wellness plan with activities and excursions throughout the year hosted by our own staff members. This was an attempt to expand and increase connections with our staff that leads to stronger school performance and personal growth for our students. The strategy has continued with successful results into the 2020-2021 school year, but 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, based on the needs that we see as our enrollment is in constant flux.

Creed coins were incredibly impactful through the classroom setting and from staff throughout the day and on campus. However, our big creed coin giveaways for end of quarter awards were not. At the end of each quarter three years ago we gave away a high number of coins for a variety of performances for grade point averages, attendance, and attendance improvement and credits earned. This did not have the impact we were looking for so our new strategy for 2018-2019 school year was to recognize individual students more often. The Creed Cards, that document student Creed performance, were given quarterly. 690 Creed coins were redeemed two years ago by students for lunch from a local restaurant or items from Amazon, like shoes, hats, or technology gadgets. This past year we have seen many students bank their creed coins for larger purchases.

Our student survey results clearly show, year after year, that the students feel positive about their school. As mental health concerns become a more prominent component of our public schools we are proud to report that 100% of our students understand that they can receive support from their school, or be connected through their school for mental health services. 87% of our students reported last year that they were connected to at least one staff member at Sierra High. This was a small percent lower than our normal average over 90%, however we believe this is still high as many of our students come to Sierra High disconnected to school personnel, their parents, and may not feel supported by their community. Connected to mental health is our

data about students feeling safe in school, with our results averaging well over 90%, with some years hitting a 100% overall. Another data point that we are proud of is that our students are reporting well over a 90% average that Sierra High helps them grow as a person. Is this not the overall goal of public education? Many years this percentage is 100%. Our students continue to provide consistent data, year after year, proving that Sierra High provides a safe environment for students to grow academically, socially and emotionally, and obtain the skills necessary to further their education and standing in our community or communities beyond our high school community/family.

We have added a new graph this year as a way to track the counseling services received. We will keep adjusting this graph and how we are reporting the data, as we believe this number is going to increase in the near future. Just as our students can be detached from school, earning credits and thinking to and beyond graduation, many of our students are also detached from their resources in school offered by the adults and professionals. We are concerned about the self medicating in our community, and the time it takes for our students to realize the problems they have/face and then moving towards drug free recovery.

IGPC's (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 orientated, and an easy way to "see it all" on one page. The school uses IGPC's during parent meetings, IEP meetings with our Special Education Department, Workability meetings, staff meetings, and students ask for them on a frequent basis to track their own success and future plans to graduate.

<b>District LCAP Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3</b>	
<b>2019-2020 Site Goal 4:</b> 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. <b>(The 2020 WASC visit was postponed until January 2021, results pending May 2021)</b>	
<b>2019-2020 Results:</b> <ul style="list-style-type: none"> <li>● 61% of our Seniors graduated. 1 Seniors did not graduate, however this graduation rate is from the total seniors in contact with Sierra that may have only stayed enrolled for a few months or less.</li> <li>● Sierra College Enrollment Average almost hit 40% in the Spring</li> </ul>	<b>Was the goal met?</b> Yes



<p>of 2019</p> <ul style="list-style-type: none"> <li>● 50% average of students enrolled in a college course for 2018-2019 completed the course with a C or better.</li> </ul>	
--	--



<p><b>2019-2020 Planned Activities/Strategies:</b></p> <ul style="list-style-type: none"> <li>● Students will continue to be involved in a walking field trip to Sierra College, as we do this every year in the Fall.</li> <li>● Students will also have the opportunity to travel to Sierra College - Rocklin, and Truckee Meadows Community College in Reno, and the University of Nevada Reno.</li> <li>● Students that are enrolled in Sierra College as SHS students will be assigned a mentor at SHS to monitor the coursework.</li> <li>● Students will share grades with their SHS college mentor.</li> <li>● Lunch visits will be scheduled for local career people, and some from out of the area.</li> <li>● Workshops will be available for resumes, cover letters, and financial aid at SHS. Makerspace in Truckee will offer classes for our students again this year.</li> </ul>	<p><b>2019-2020 Actual Activities/Strategies:</b></p> <ul style="list-style-type: none"> <li>● Students will continue to be involved in a walking field trip to Sierra College, as we do this every year in the Fall.</li> <li>● Students will also have the opportunity to travel to Sierra College - Rocklin, and Truckee Meadows Community College in Reno, and the University of Nevada Reno.</li> <li>● Students that are enrolled in Sierra College as SHS students will be assigned a mentor at SHS to monitor the coursework.</li> <li>● Students will share grades with their SHS college mentor.</li> <li>● Lunch visits will be scheduled for local career people, and some from out of the area.</li> <li>● Workshops will be available for resumes, cover letters, and financial aid at SHS. Makerspace in Truckee will offer classes for our students again this year.</li> </ul>
--	---

**Analysis of Effectiveness:**  
 We are pleased each year with our college enrollment numbers. This year we had very high college enrollment numbers, even though we had one of the most challenging student populations. This again speaks of the strength of our programs, staffing, and support strategies at Sierra High to handle, weather, and demonstrate a high probability of student success with all who cross our threshold.

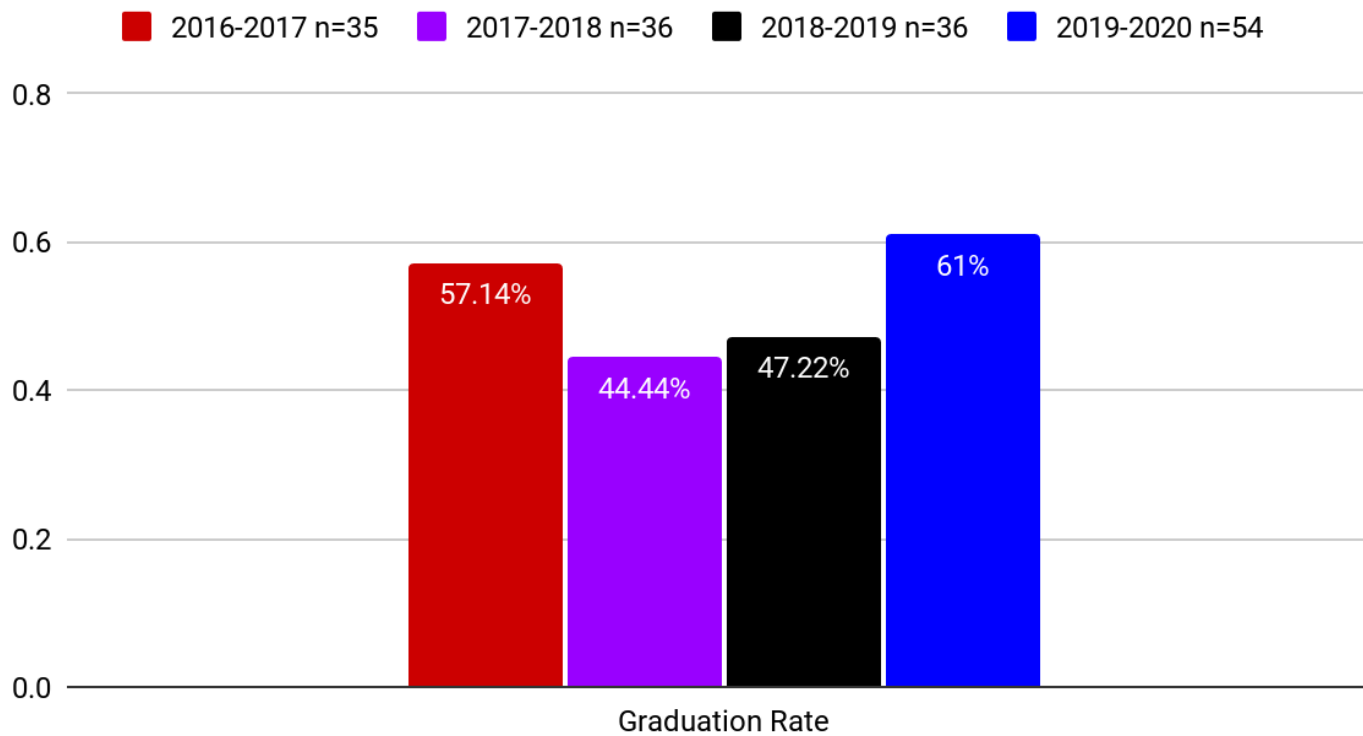
**2012-2021 Site Goal 4:** Increase student interest/acceptance/access of post-secondary education options not limited to a four year university. Increase interest in Sierra College, CTE opportunities, and offer course enrollment for all students by leading them to one college course during their time at Sierra High.

**2020-2021 Planned Adjustments/Additions of Activities/Strategies:**

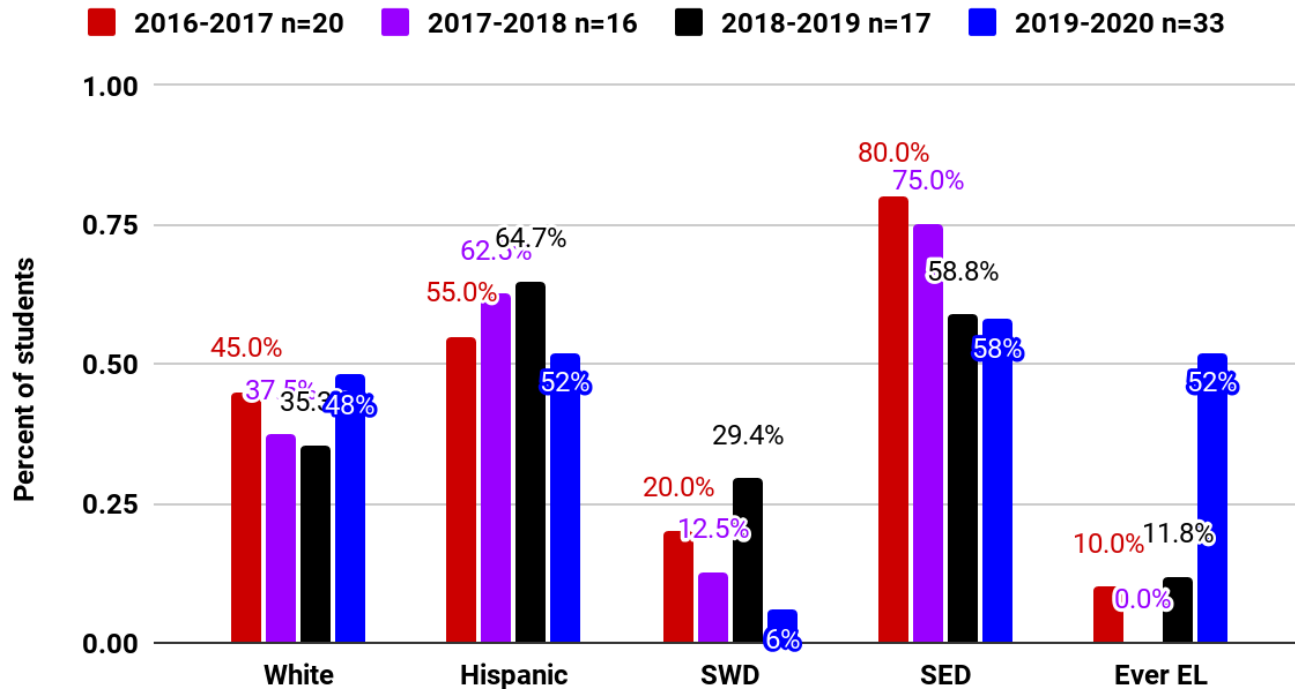
- Walking field trip to Sierra College, as we do this every year in the Fall.
- Students will have the opportunity to travel to Sierra College - Rocklin, and Truckee Meadows Community College in Reno, and the University of Nevada Reno.

- 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.
- Lunch visits will be scheduled for local career people, and some from out of the area.
- Workshops will be available for resumes, cover letters, and financial aid at SHS.
- Makerspace in Truckee will offer classes for our students again this year.

## Graduation Rate



## Graduation Rates by Cohort



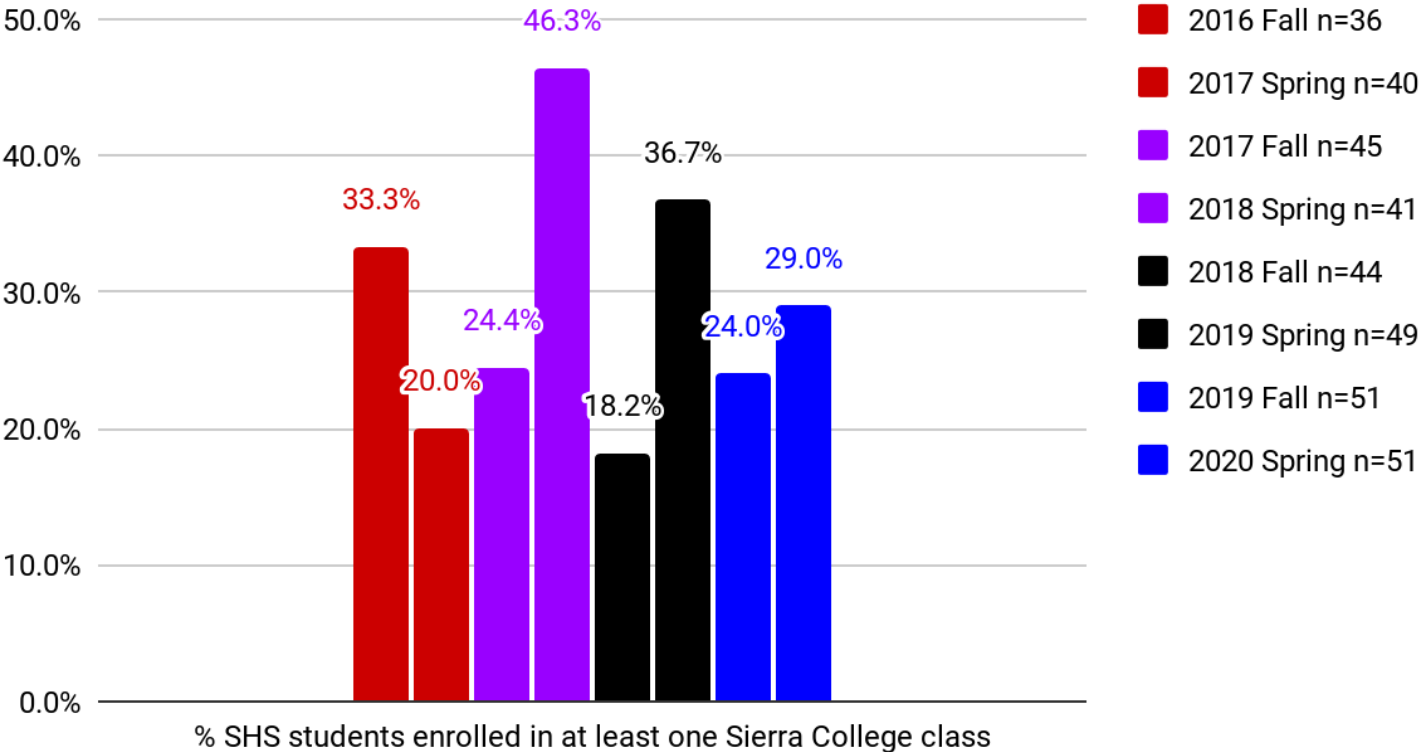
### Graduation Analysis:

We are optimistic that our academic rigor and staff attentiveness to the needs of the “whole” student accompanied by Wellness days/events/experiential field trips help us increase or hold our current graduation rates and support our district comprehensive high schools to attain their goals also. What can be misleading, for example, is with a small senior population a few seniors not graduating has a huge swing for graduation rate percentage. Why is our rate so low, should it not be 70% or higher? The answer is found on page two. When we have enrollment contacts of over 95 students each year, some of those students are seniors who try school for a few months and then could move out of the area. We still hold ourselves accountable to all student contacts, and the data can get muddy with all the student contacts we encounter. Additionally, in a graduation class of 20, five students can have a mathematical swing of over 20%. A very high percentage of our non-graduating seniors, that stay in the area, return to school with us to graduate as fifth year seniors, sometimes as early as September or October, while other students may move or never return. It is not out of the ordinary to have one or two juniors graduate early each year as they have utilized Sierra College to accrue credits.

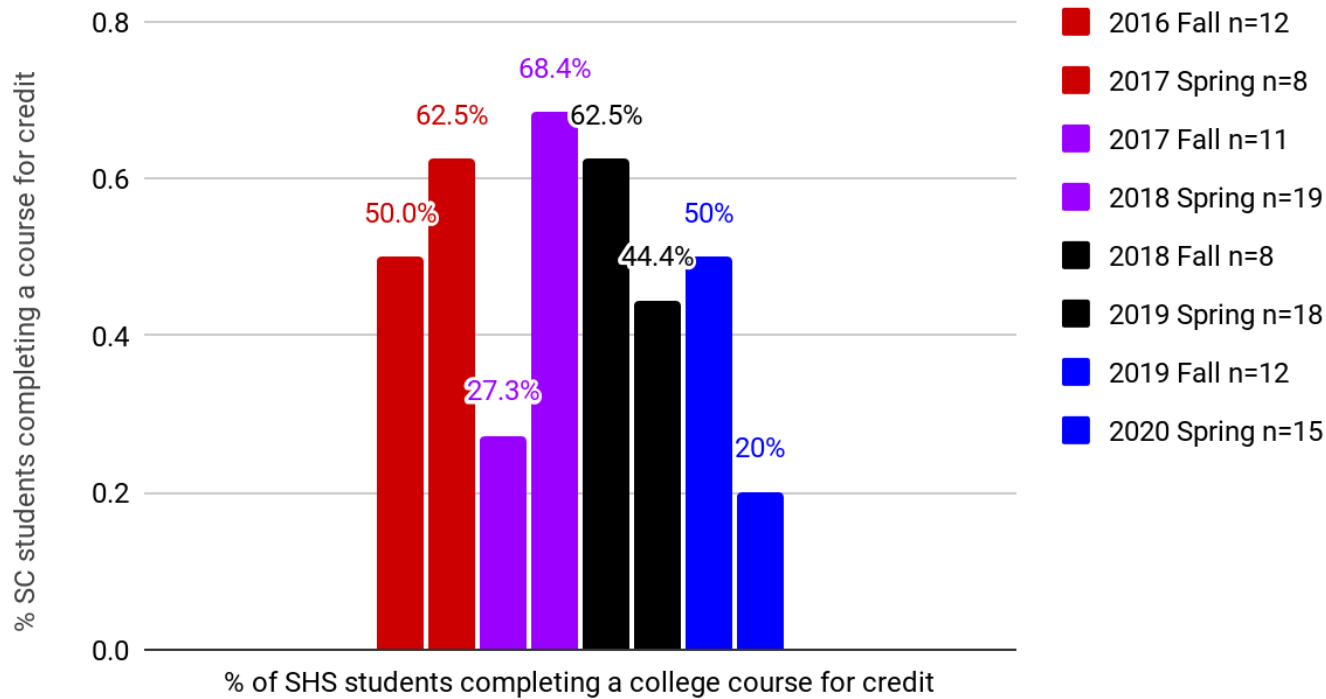
In June of 2020, SHS graduated 30 out of the 31 enrolled seniors at Sierra High. However, we still only reached a 61% graduation rate as we had some seniors who left the area and did not return or re-enroll in another district while others attempted a GED or California High School Proficiency Exam

(CHSPE). We do not have reports of those students passing the tests or have confirmed that some of them did not pass.

### Percent of SHS students enrolled in at least one Sierra College Class



## Percent of students completing a college course for credit



### Analysis:

We will continue the all school field trips in the future to Sierra College in the fall as we believe that helps sustain a near 30% enrollment average at Sierra College. Many of our students who want to take a Sierra College course struggle with evening transportation or are working almost everyday after school. So we have determined that the lack of interest is not always the determiner, but resources can be. We have provided some transportation support during the school year, but we cannot commit to student transportation for our college students. Our mentorship strategy will assist those who do enroll, and may convince others that with help, they can be successful in college too. English 1A (College level English) is the most popular college class as it also fulfills the English 12 high school graduation requirement. Students also enjoy ceramics and photography classes that satisfy the high school fine arts requirements. The other popular classes tend to be in the business, psychology or administration of justice courses. It is great to see students choose these classes as they are exploring possible career paths. The Fall semester tends to be more challenging to get student enrollment for a number of reasons. There is not daily contact through the summer with individuals to support their decision to attend college, also many students are working full time in the summer and transportation is almost always a concern. During the Fall semester, the staff works hard to build academic confidence and present ideas about the opportunities that our students have. This leads to a higher enrollment rate at Sierra College in the Spring. Some

of our students graduate at Sierra High with multiple Sierra College courses completed.

Sierra High students taking Sierra College classes are now woven into the school culture and students who before may not have considered themselves as “college material” are able to see themselves in college. In addition, we see a high success rate of students who took college classes while in high school, and go on to be successful full time college students. These students also tend to receive the largest scholarships as they have already proven that they have what it takes to complete college courses. Additionally, we have started to document completion rates of college courses. Exposure to the process of choosing and signing up and attending class is a great step to cross the threshold of college. However, we know that completing a course is even more powerful.

**Post Secondary and CTE Highlights:**

We continue to see our students in and outside our community and they do report that they are working and or attending college. One specific highlight is connected to our CTE program, Emergency Response, at Sierra High School. The Emergency Response program started through a grant (\$150,000) awarded to Sierra High School through a detailed process with CDE in 2015-2016. The program recently documented a 15% post-graduate employment rate within the field of Emergency Response (Fire Fighting). While this percentage seems low as far as percentages go, the rate is actually very high as there are multiple opportunities in TTUSD to enroll in multiple CTE courses. Additionally, our CTE course at Sierra High is open to all TTUSD high school students. To see this 15% rate of employment is significant, and our course completers are returning to Sierra High to meet with Mr. Kirschner, the Emergency Response CTE credentialed teacher, to tell their stories of post-secondary success. Additionally, Mr. Kirschner had to complete a grueling multi-year training and credentialing process to be authorized to offer CTE course credits to enrolled students. This course is taught in addition to Mr. Kirschner’s science, health and PE courses throughout the work week.

<p><b>2019-2020 Site Goal 5:</b> Increase and/or Create alternative data collection/pools and create a template and system for analyzing this data.</p>	
<p><b>2017 WASC Recommendations:</b> (The 2020 WASC visit was postponed until January 2021, results pending May 2021)</p> <ul style="list-style-type: none"> <li>Continue to research, develop, and implement benchmarks for targeted programs and content area in order to establish authentic and relevant data points that will effectively address the learning needs of each student.</li> </ul>	
<p><b>2019-2020 Results:</b></p> <ul style="list-style-type: none"> <li>Multiple new/updated data graphs added throughout this report</li> <li>Analysis of Ever EL College, Math Credit growth, absenteeism in depth analysis, continued literacy growth data analysis and College course attendance.</li> <li>Parent attendance for Parent-Teacher conference twice yearly remains high</li> </ul>	<p><b>Was the goal met?</b> Yes</p>

**2019-2020 Planned Activities/Strategies:**

- Staff meeting agendas and topics will include conversation and debate about new alternative data ideas, pilots, and collection procedures.
- More data collection will occur throughout the school year to ensure that the data pilots are viable.
- Scheduled time in July to collect and process data before the new school year begins.

**2019-2020 Actual Activities/Strategies:**

- Staff meeting agendas and topics will include conversation and debate about new alternative data ideas, pilots, and collection procedures.
- More data collection will occur throughout the school year to ensure that the data pilots are viable.
- Scheduled time in July to collect and process data before the new school year begins.
- Data collection continued into August.
- Model School, Accountability Plans for SHS and CSA, Alternative School of Choice report for the state, WASC reports for CSA and SHS all have updated alternative data information included.
- Data collection focus will remain based on point of contact with student and assessment at point of exit/graduation.

**Analysis of Effectiveness:**

We have continued extensive and formal discussions on increasing our alternative outline of data to better document the efforts and successes of our staff and students in an alternative setting. We are gaining in this area as we have embarked on the journey for alternative data collection pools and have made some increases in data areas to quantify data for the 2019-2020 school year and beyond. This is a taxing process, but needed as the state of California is seeking answers for this problem as well as hundreds of alternative schools in California. This process will definitely connect our WASC, Accountability Plan, Model School and LCAP together. The California State Department of Education (CDE), WASC (Western Association of Schools and Colleges), and ACSA (Association of California School Administrators) have continued meeting about how to tie all of these entities together. Sierra High is proud to report that we began this journey four years ago as both WASC committees approved our drive to combine the SPSA and the WASC action plan together into the SPSA format. We believe that this will give us formal yearly approval at site and district levels and bring our work on WASC to the front of our daily operations. WASC will remain our great narrative for all we do. However, WASC and Accountability goals will be combined in the Accountability Plan, eliminating a WASC action plan. This will create a more efficient reference point for staff and yearly accountability, not three year accountability, to our School Board and TTUSD colleagues, and community members.

**2020-2021 Site Goal 5:** Increase and/or Create alternative data collection/pools and create a template and system for analyzing this data.

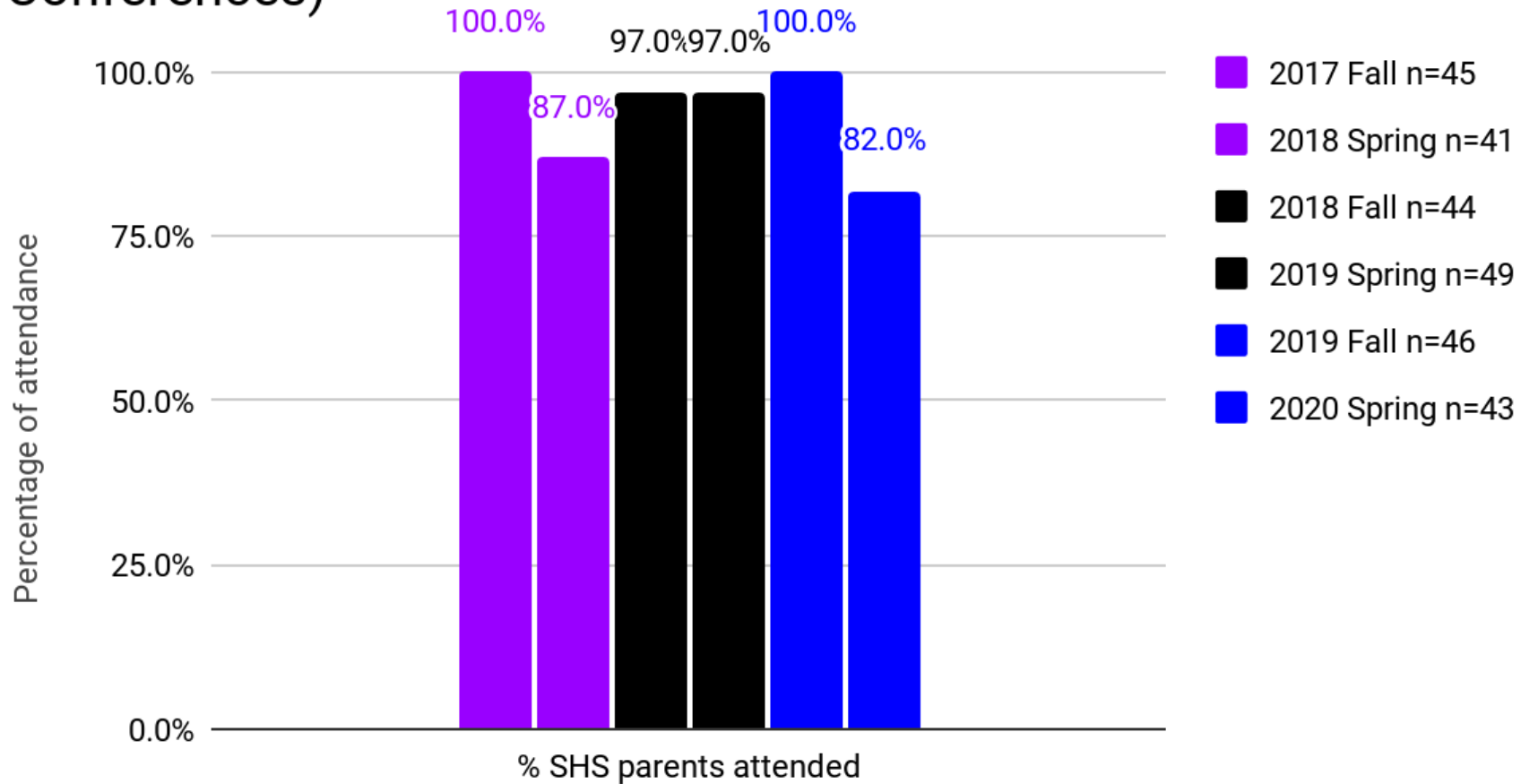
**2020-2021 Planned Adjustments/Additions of Activities/Strategies:**

We will continue to research new ways to document student and school success and needs through a focus on student data from point of contact with the student to point of exit. Our delayed WASC committee report, rescheduled for COVID, will help us set goals in the future and give us another third party view of what to focus on and where to improve and what can be celebrated. Sierra High will be hiring a new College and Career Tech for

the 2020-2021 school year. As we know the grey area, post graduation - employment/college enrollment, is a great difficulty for students to navigate as they go out on their own, we will continue to encourage our students to stay connected with us for support post-graduation. Additionally, we are investigating ways to track our alumni as we believe that documenting their success post-Sierra High will give us viable data proving the importance of school programs and offerings of Sierra High. This is supported by the theory that since we only have our students for a very short academic period of the students' lives, their true success will come one to three years after graduation. This is in contrast to a school that can shape a student for four years from 9 to 12 grade. The post graduation data is imperative for our school analysis as we document so much growth with our students in a short period of time, that their true academic and social emotional growth will occur years after high school in employment and post secondary education .



# Parent/student attendance for Credit Updates (Parent Conferences)



### Parent Connections:

We are proud of our Parent-Teacher conference results that we have documented throughout the years. While we study multiple strategies for student learning and social/emotional support and the effects of those strategies, we also manage a parent connection dynamic that can be challenging. We do support parents in multiple ways throughout the year, and one of those specific ways is through formal scheduled parent-teacher conferences in the Fall and Spring of each school year. Additionally, all of our parents understand they can contact us anytime, including with translations services, to talk via phone or in person.

**Parent Teacher Conferences/Credit Update Attendance Percentages**

<b>Fall 2017</b>	<b>Spring 2018</b>	<b>Fall 2018</b>	<b>Spring 2019</b>	<b>Fall 2019</b>	<b>Spring 2020</b>
<b>100%</b>	<b>87%</b>	<b>97%</b>	<b>97%</b>	<b>100%</b>	<b>82%</b>

**Analysis:**

We are proud of these results as the challenges of a Continuation High School usually include very low percentage numbers for parent involvement in conferences or meetings with students. Additionally, we schedule each parent and student a specific time for an evening meeting at a Kings Beach location or a Truckee location, and include translation services. We do not serve punch and cookies and hope people show up, in fact we only offer current updates on credit earning, behavior, attendance, and detailed information of graduation probability and an in-depth dive into post-secondary options.

**STEPP- Sierra Teen Education and Parenting Program**

To address the district’s need of keeping pregnant and parenting students in school, Sierra Teen Education and Parenting Program, STEPP, was board approved and established on site at Sierra High School 1998-1999 school year. The purpose of STEPP is to support the completion of high school, pursuing post-secondary education and/or entry into the workforce, parenting and life skill classes, and offering a quality early learning program for their children (Ages 0-3). Through STEPP we help prepare our students to become well informed parents and educate them about support services in our community. Through our infant toddler center we offer a developmentally appropriate, best practices environment for our littlest learners. With our partnership with Early Head Start, KidzCommunity, we are able to offer a transitional component to our graduating students keeping their children enrolled in the program until they reach the age of three where we work on a transition plan for enrollment into preschool. This allows the graduates to pursue post secondary education, vocational education, and or entry into the workforce while offering their children continuity of care in a developmentally appropriate environment.

### STEPP Data

	2019-2020	2018-2019	2017-2018	2016-2017
<b>Enrollment (Student Parents)</b>	7	11	11	9
<b>SED Enrollment</b>	7	11	11	8
<b>Enrolled Seniors Graduated their Senior year or 5th year</b>	3/4 - 75% (1 of which was a GED)	4/9= 44% Graduation Rate	4/8= 50% Graduation Rate	4/5 = 80% Graduation Rate
<b>Sierra College Enrollment while attending Sierra High</b>	1	1	0	1
<b>Moved/Transferred</b>	1 (drop out)	4	1	0

#### 2019-2020 Clarifications:

- The student that engaged in adult education GED was a former parent student that attended both SHS and Court school. She maintained a relationship and enrollment in the STEPP program for her children and completed her GED
- Enrolled student that was both enrolled previously in SHS and Court school is currently enrolled in STEPP and exploring her options for GED. Her sons attendance and her participation in the STEPP program are very consistent and she is open to learning about being a good parent.
- All that have graduated have their children enrolled in our transitional component of the program. STEPP/Next STEPP is serving 24 families (teen parents, transitional, and community families (12 of those families are graduates of the program or SHS returning to us for care of their next babies)(10 families are TTUSD employees- Covid anomaly, low number of student parents now has allowed for room for TTUSD parents )
- The student that dropped out is pursuing his contractors license and has his own side business. His daughter still attends STEPP. (2020-2021)

**Analysis:**

The STEPP enrollment fluctuates every year with our students, however every available spot in both the STEPP and Next STEPP buildings are full to capacity, and there are waiting lists. Our students are enrolled first and then availability is released to our community members seeking high quality child care that includes early learning components. A few years prior we had more young mothers enrolling and completing college credits. Lately this has not been the case, but a high percentage of them that stay with us at Sierra High and are graduating with their class or returning to finish during their fifth year. Additionally, those that do not return continue to be contacted by the STEPP staff for support and encouragement to take the GED in TTUSD. Recently, a few of our young parents who previously dropped out are now seeking support through TTUSD to take the GED soon. The impact of STEPP on our community is incredible. We think about how many young mothers and fathers would have faded away without the opportunities that a high school diploma and post secondary opportunities bring, and what impact that would have on our community. The sheer joy on the faces of our young mothers and fathers at graduation each June is never forgotten. Additionally, those graduates return to Sierra High again and again to share their stories of success and are eternally grateful for Sierra High, STEPP, and TTUSD.

**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:

<b>Members</b>	<b>Role</b>
Greg Wohlman	Principal
Robin Redmond	Secretary/Treasurer
Cindy Maciel	Classified Supervisor-Chair
Patricia Greenlaw	Community Member
Diego Chacon	Student
Jill Zapata	Teacher
Deanna Marsh	Parent

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 Single 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:

<b>Members</b>	<b>Role</b>
Greg Wohlman	Principal
Robin Redmond	Secretary/Treasurer
Cindy Maciel	Classified Supervisor-Chair
Patricia Greenlaw	Community Member
Diego Chacon	Student
Jill Zapata	Teacher
Deanna Marsh	Parent

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: November 8, 2019.

\_\_\_\_\_ Greg Wohlman \_\_\_\_\_  
School Principal

Greg Wohlman  
Signature of School Principal

\_\_\_\_ 11/8/19 \_\_\_\_\_  
Date

\_\_\_\_\_ Cindy Maciel \_\_\_\_\_  
SSC Chairperson

Cindy Maciel  
Signature of SSC Chairperson

\_\_\_\_ 11/8/19 \_\_\_\_\_  
Date

## **Appendix A: SAFE SCHOOLS PLAN COMPONENTS**

*Senate Bill 187 ensures that all California public schools, grades K – 12, work in cooperation with local law enforcement, community leaders, parents, pupils, teachers, administrators, and other persons in the prevention of campus crime and violence, and in developing comprehensive school safety plans that target the safety concerns identified through TTUSD’s systemic planning process which involves Tahoe Lake Elementary School’s Leadership Team, the Site Safety Lead, the TTUSD District Safety Committee, and other established community collaborations and partnerships. **Goal 1 of TTUSD’s LCAP and of each school’s SPSA addresses safety and is complemented by the Safety Procedural Plans that are kept on Emergency Clipboards in every instructional and office space on every campus.***

Vision: Sierra High School is a unique blend of students, educators, family, community members and support staff and who, as role models and mentors, are vested in creating a high quality, nurturing, and safe learning environment.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Evacuation, Shelter-in-Place, Duck/Cover/Hold, and/or Lockdown drills are conducted as mandated by law throughout the school year. Sierra High School was a participant in “The Great California Shakeout” in October, 2016. An evaluation of the drill was reported out accordingly.

It is a goal for each student to respect the climate and culture of Sierra High School by adhering to the school’s discipline policy and principles of self-management and courtesy resulting in a decrease in the number of referrals and the number of reportable incidents due to the violation of the school discipline policies and 48900 Education Codes a-t. (Aeries). Students will connect to their school and community through community and service learning projects, therefore, developing meaningful connections with adults within and outside of their homes and communities. Sierra High’s approach to corrective discipline is based on the School-wide Positive Behavior Interventions and Supports (PBIS) model: a three-tiered decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

- The discipline policy – School Creed and Expectations are posted in each room.
- School handbook is reviewed and updated annually regarding to include changes to CA Education Codes 48900 and consequences for violations. School handbook will include the school’s tardy and attendance policies.
- All new incoming students and parents view the new school orientation packets on school policies and procedures.
- Students and parents are required to complete the handbook signature pages as directed.
- School resource officer’s presence on campus is routine and visible.
- Staff will meet weekly to review discipline and procedures to improve the school’s climate and safety
- Parents are kept informed daily of students’ absences electronically; records of calls are kept on file. Absences are to be cleared within five school days.
- Absences are cleared by administrative secretary and/or principal prior to receiving any make-up work missed.
- Participation opportunities in community and service learning activities including extra-curricular activities and outings:

It is a goal to decrease drug, alcohol and other at risk behaviors by students while off and on campus. Survey results show that alcohol, marijuana, and tobacco are the most prevalent drugs of choice and the most easily attainable either from home and/or at parties with the age of onset between 13-14. To teach students to eat healthy and nutritious foods at home and at school.

- Prevention counseling, assessment, and community agencies and organizations (Wellness Clinic, mental health, Tahoe Safe Alliance, Sources of Strength , etc) are available to all students and parents through the school's site counselor.
- School counselor is a credentialed drug and alcohol counselor and mental health counselor-
- Students participate in the Healthy Kids' Survey when given.
- Students will be informed and will have access to local clinics and services through Nevada County Health and Human Services
- Students will participate in pro-social activities like rock climbing and yoga, health classes provided by through Peter Mayfield's Gateway Mountain Center, a local non-profit organization, "S" Club and service learning projects.
- The school breakfast and lunch program will provide students with nutritious foods and snacks.
- The school will provide student workshops on the importance of eating nutritious foods and exercise.

Additionally, Sierra High will aggressively work to eliminate any intent or act of intimidation, physical (including sexual), or emotional duress (including cyberbullying) or harm to students, visitors, and staff while under the direct supervision of the school.

- Annually, handbook clearly delineates consequences for violation of Education Codes 48900 A, B,C and forms and consequences of bullying and harassment; all students receive an updated handbook annually. Ed code is strictly enforced
- Daily, all students are under the direct supervision of teachers and principal while on campus at all times
- Daily, only family members are allowed on campus during school hours; all visitors required to check in at the front desk.
- Sources of Strength Club is organized and supervised by site personnel.
- Sexual harassment workshop will be provided for all students at the beginning of each year by Tahoe Alliance Services. The workshop will be held separately for boys' and girls'.

**Sierra Continuation High School INGRESS/EGRESS PLAN**

	Primary Location (Day to Day Operations)	Secondary Location (Emergency Plan)
<b>Parent/Student Drop off &amp; pick up</b>	Front of school. Parents enter parking lot from Donner Pass Road.	Depending on type of emergency, pick up will be in school parking lot or at PUD on Donner Pass Road.
<b>Bus Drop off &amp; pick up</b>	Front of school. Bus has access to parking lot from Donner Pass Road.	During an emergency, the director of transportation will determine pick up and drop off procedures.
<b>Public Entrance to School Site</b>	Signs are posted at the entry requiring all persons to check in with front desk. This is the only accessible entry to school; side and rear door are locked during school hours.	During an emergency, parents will pick up students at front desk, at command center, or at the PUD on Donner Pass Road depending on the nature of the emergency.
<b>Student/Staff Evacuation (by walking)</b>	Evacuation of students and staff as directed on posted evacuation maps and classroom emergency clipboards.	Depending on the nature of the emergency, the safest location will be determined. An alternative location includes the board room at the PUD on Donner Pass Road and DO.
<b>Student/Staff Evacuation (by bus)</b>	Student pick up and drop off is accessible at the front of the school in parking lot.	Depending on the nature of the emergency, the director of transportation will coordinate evacuation sites: Truckee High, PUD, school parking lot, DO.
<b>Street Access Points</b>		Donner Pass Road
<b>Evacuation Areas within walking distance</b>		Truckee PUD board room, district office, Truckee High School



Appendix B:

SHS Budget 2017-2018	Total Available	Operational 0395	Measure A GL 1110 and GL 1211	All Other Measure A	Lottery RE1100	Lottery RE 1100 Grad	Title 1 RE3010	District EL RE 0791	Ex in Ed	
		4,000	14,750	8,250	1,000	2,500	7,334	4,087		
Professional Development 5200	2,500	1,000					1,000	500		
Professional Services 5800	10,500	1,500	4,000		500		3,000	1,500		
Instructional Material & Supplies 4300	6,500		2,500		500		2,000	1,500		
General Material & Supplies 4300	5,921	1,000	3,000				1,334	587		
Academic Enhancement	8,250			8,250						
Graduation	2,500					2,500				
Copier	1,000		1,000							
Arts for the Schools	4,250		4,250							
Student Activities	500	500								
Approved Budget		4,000	14,750	8,250	1,000	2,500	7,334	4,087		
Measure A Budget										
GL 1292 Technology	2,400									
GL 1572 PE	500									
GL 1595 Science	1,000									
GL 1274 CTE/PA	3,500									
FN 2420 Library	850									

**School-wide Plan Election (for SWP Title 1 schools)**

**1. Schoolwide reform strategies:**

We have instilled two new strategies. One is the involvement of the IGPC's (Independent Graduation Plan Contracts) which 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 is updated by the principal numerous times throughout the school year as they progress. This is a google doc that is shared with all staff and is printed for students.

Marzano HRS (High Reliable Schools) is also apart of our planning process. We have teachers observing teachers and have established a safe school climate.

**2. Instruction by highly qualified teachers:**

All of the teachers are highly qualified in their core areas.

**3. High-quality and ongoing professional development:**

All teachers attend district led Marzano HRS trainings and have established relationships with academic coaches from our district. We also have monthly trainings for our site based, site led, Reading Apprenticeship. This training focuses on teachers learning skills to help student dissect text in all subjects and the students reaching literacy in all subjects.

**4. Strategies to attract highly qualified teachers to high-need schools:**

This school has little to no teacher turnover. In the event that we needed a teacher or staff member, the TTUSD is a very competitive district for pay and incentives. We have established a great working environment and all staff report a safe place to work and are supported professionally and personally.

**5. Strategies to increase parental involvement:**

It is mandatory that the parents attend an intake meeting before their child attends school at Sierra Continuation High School. Two credit updates (parent/teacher/student conferences) are scheduled for formal meetings each year, along with scheduled parent meetings as needed if students are struggling. It is the norm to have parents in the building as they check in on their children or have questions, comments, and concerns.

**6. Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs:**

N/A

**7. Measures to include teachers in decisions regarding the use of academic assessments:**

The staff works together on building district wide common assessments for all subjects. On site teachers strategize together about assessment viability in their Reading Apprenticeship training time.

**8. Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:**

We have established times in the morning and the afternoon for students to work one on one with teachers to attain proficiency in all subjects.

Direct instruction classes are available for most subjects also.

**9. Coordination and integration of Federal, State, and local services and programs:**

All resources, human resources and fiscal, are scrutinized by the district and the site. All of our partners work together for mental health strategies for our students, and multiple agencies work together to offer experiential opportunities.