SIERRA HIGH SCHOOL

Self-Study Report

1134 South Barranca
Glendora, CA 91740

Azusa Unified School District
April 24 - 26, 2017

ACS WASC/CDE FOCUS ON LEARNING
Accreditation Manual, 2015 Edition

SIERRA HIGH SCHOOL
SELF-STUDY REPORT

1134 South Barranca
Glendora, CA 91740

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Western Association for Schools and Colleges

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Mr. Jeremy Standerfer
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April 24 - 26, 2017

ACSWASC/CDE Focus on Learning Accreditation Manual, 2015 Edition

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Preface

The Sierra High School Self-Study was conducted in accordance with the guidelines set forth by the Western Association of Schools and Colleges as required in the Focus on Learning Accreditation Manual, WASC/CDE 2015 Edition. The process has become the catalyst for growth as well as the rubric by which we examined the integrity of our total school program. It has given us the opportunity to collaborate, assess, plan, align, and modify our instructional and operational practices in order to ensure academic success for all of our students as they accomplish the Student Learner Outcomes (SLOs). After receiving a six year term in 2011, with a three year revisit in 2013, Sierra High School, once again, also received the California Model Continuation High School distinction.

Our *Focus on Learning* process, in preparation for the April 2016 visit, began at Sierra High School in the Spring of 2015 with the initial planning and training of administrators and *Focus on Learning* co-coordinators: five teachers and administrator. Focus group leaders were selected from teachers and staff to take leadership roles. The focus group co-chairs are five teachers. Beginning in February of 2015, the staff used early release days to work on the self-study in focus groups. Staff members, students and parents met in focus groups and home groups to revisit the Vision statement, Mission Statement and Student Learning Outcomes. This allowed greater thought and development to Chapters II, III, IV and V, and to revise and edit the report. The staff recognized the main goals of the self-study process: to accomplish the expected outcomes of the Self-Study and to foster ongoing improvement through regular assessment, strategic planning, implementation, and reassessment.

The school/community profile incorporates demographic and outcome data information derived from state and city websites, and the District's data processing department. Many stakeholders contributed information to the profile. The Sierra High School self-study followed the WASC model closely. The photos on the division pages illustrate the spirited mural program. These final works of art are evidence of our students realizing achievement of the SLOs in a real world setting. This document is the result of countless hours of sincere, diligent effort by the stakeholders. They have demonstrated their undaunted commitment to the vision of Sierra High School, which is to provide a learning community where students achieve success and acquire skills for life-long learning.

Adam La Munyon   Barbara Klaus   Tracy Spencer
FOL Chairperson   *Steering Committee*   *Steering Committee*

Elaine Stricklin   Gary Lambright   Paul Hernandez
Steering Committee   *Steering Committee*   *Principal*

Learning Today…Leading Tomorrow

Azusa Unified School District
Board of Education

President..Helen Jaramillo
Vice President ....Xilonin Cruz-Gonzalez
Clerk...Paul Naccachian
Member ....Jeri Bibles-Vogel
Member .... Yolanda Rodriguez-Peña

District Administration

Superintendent .... Dr. Linda Kaminski
Assistant Superintendent.............................. Dr. Ramiro Rubalcaba
Assistant Superintendent.. Arturo Ortega
Assistant Superintendent.. Eugenio Villa

Sierra High School Administration and Support Staff

Paul Hernandez ....Principal
Sandy Weyant..Counselor
Carmen Oronia .... Secretary
Margaret Chipana ....School Clerk
Susana Chavez...Clerk
Officer Nancy Pedraza, GPD ....School Resource Officer

Sierra High School Teachers

Sean Arce .... Latino Studies
Charlie Callison... Science
Shirley D'Avis...Language Arts
Darla Elliott ....Language Arts
Barbara Klaus .... Mathematics/Support
Terri Kuhlman ....Language Arts
Gary Lambright .... Social Science/Leadership
Adam LaMunyon .... Social Science/Yearbook
Socorro Melgoza ....Physical Education
Margaret Oldaker ....Language Arts
Tracy Spencer...Mathematics
Tina Martin...Resource Specialist
Elaine Stricklin .... Art/GATE
Dave Welch ....Social Science

Classified Staff

Claudia Benitez, RSP Instructional Aide
Anita Rodríguez, Instructional Aide
Jacqueline De Luna, Food Service
Adam Rocha, Custodian
Christy Duke, RSP Instructional Aide
Naomi Elguezabal, Health Aide
Wendy Martinez, Food Service
Lydia Murrillo, Food Services

Erika Chavez, RSP Instructional Aide
Mary Helen Salse, Security
Aydee Hinojos, Computer Lab Aide
Diane Weller, Instructional Aide
Simon Batrez , Night Custodian
Lindsey Galvez, RSP Instructional Aide
Elizabeth Sainz, Community Liaison

FOCUS ON LEARNING STEERING COMMITTEE

Adam La Munyon – *Chair*
Barbara Klaus – *Co-chair*
Elaine Stricklin – *Co-chair*

Tracy Spencer – *Co-chair*
Gary Lambright – *Co-chair*
Paul Hernandez – *Principal*

HOME GROUPS

Social Science	**Mathematics**	**Electives**	**Student Group**
Adam La Munyon	Barbara Klaus	Socorro Melgoza	Jose Martinez
Gary Lambright	Tracy Spencer	Elaine Stricklin	Yudi Mendez
Dave Welch	**Language Arts**	**Support Personnel**	Rickie Amaya
Science	Terri Kuhlman	Paul Hernandez	Noah Jackson
Charlie Callison	Shirley D'Avis	Sandra Weyant	Able Carrillo
Barbara Klaus	Darla Elliott	Carmen Oronia	Lizbeth Hernandez
	Margaret Oldaker	Margaret Chipana	Francesca Nunez
		Elizabeth Sainz	Ivan Gomez
		Parent/Community Group	Danny Vazquez-Martinez
		Elizabeth Sainz	Gloria Cruz
		Luz Fields	Pablo Zuniga
			Hector Zacharias
			Kevin Castrejon
			Kandace Moreno
			Emanee Dismuke
			Adrian Flores
			Jeremy Salazar
			Michael Woods
			Jaylene Sainz

FOCUS GROUPS

A – Vision and Purpose, Governance

Tina Martin – *Chair*   Shirley D'Avis – *Teacher*   Mary Helen Salse – *Campus Safety*
Margaret Oldaker – *Teacher*   Sandra Weyant – *Counselor*   Dayna Mitchell – *District Office*
Darla Elliott – *Teacher*   Socorro Melgoza – *Teacher*   Adam La Munyon – *Teacher*

B – Standards-Based Student Learning: Curriculum

Gary Lambright – *Chair*   Tracy Spencer – *Teacher*   Teresa Kuhlman – *Teacher*
David Welch – *Teacher*   Charlie Callison – *Teacher*   Paul Hernandez – *Principal*

C - Standards-Based Student Learning: Instruction

Barbara Klaus – *Chair*   Darla Elliott – *Teacher*   Elaine Stricklin – *Teacher*
Tracy Spencer – *Teacher*   David Welch– *Teacher*

D – Standards-Based Student Learning: Assessment and Accountability

Tracy Spencer – *Chair*   Barbara Klaus – *Teacher*   Teresa Kuhlman – *Teacher*
Gary Lambright – *Teacher*   David Welch – *Teacher*

E – School Culture and Support for Student Personal and Academic Growth

Elaine Stricklin – *Chair*   Socorro Melgoza – *Teacher*   Sandra Weyant – *Counselor*
Dave Welch – *Teacher*   Margaret Oldaker – *Teacher*   Shirley D'Avis – *Teacher*
Adam La Munyon – *Teacher*   Charlie Callison – *Teacher*

Chapter 1

Student/Community Profile:

Supporting Data and Findings

A. GENERAL BACKGROUND AND HISTORY

DISTRICT PROFILE

The Azusa Unified School District (AUSD) was established in 1966 and includes all of the city of Azusa and parts of Covina, Irwindale and Glendora. The District serves approximately 8,900 students—down from a high of 12,258 in 2001—and is comprised of two comprehensive high schools, one continuation high school, three middle schools, eleven elementary schools, and one K-8 school. Previous District programs housed on the continuation campus included a Ninth Grade Academy, an Independent Study program and an opportunity class for 10th grade students (Teen Alternative Class or TAC). Other programs on the continuation campus are SOAR, CCAT, and ISP who moved back onto our campus in mid-February 2017. The District maintains its Adult Education Center on the north end of the campus. LACOE has maintained a Cal-Safe/Community Court School on our campus; it is scheduled to move to a new location at the end of this school year. In addition, the District directs additional adult education programs on individual campuses.

The AUSD provides comprehensive educational services for K-12 students and adults in safe, well-maintained schools staffed by quality teachers and support staff who meet the highest professional standards. The instructional program prepares students to meet the challenges of the 21st century. AUSD has high expectations for students. All schools in the district focus on a core curriculum of basic skills development in reading, writing, science, social science, and mathematics. In addition, the district offers varied educational experiences through music and visual arts, performing arts instruction, electives, athletics, and leadership development. Programs such as ROP, JROTC, GATE, AVID, IB, and a medical pathway offer valuable enrichment activities to students. All sites connect to the Wide Area Network, enabling classrooms, schools, and offices to exchange information electronically and have access to the Internet.

SIERRA HIGH SCHOOL PROFILE

Sierra is the only continuation in the AUSD. Students are referred from two comprehensive high schools within the district as well as from the Child Welfare and Attendance (CWA) department. In 2009, AUSD increased the enrollment at SHS from 200 to 300 students and restructured the process for student placement. However, in 2013-2014, the District lowered the student maximum capacity to 220 students. An increased emphasis has been placed on credit recovery. Placement meetings are held with parents and students at each of the comprehensive high schools during the second semester of the school year. Most students are selected based on current credit level and potential to maximize the trimester system for credit recovery and graduation. However, a small portion of students are placed at Sierra High School due to disciplinary actions or mobility between districts.

The school follows the traditional school year calendar from August until June. However, Sierra High School is on a trimester system, enabling students to earn as many as 90 credits during a regular school year. Sierra has a one session, six-period day. Classes are at a 20 to 1 average student to teacher ratio. The Azusa Unified School District requires that students complete a minimum of 220 credits for graduation. Students who are 18 years old and have met specific course criteria are eligible to receive a diploma from the adult school which only requires 180 credits.

Sierra High School, WASC Focus on Learning Self-Study 2017

Students may earn additional credits by completing courses through APEX, concurrently attending adult school. ROP no longer provides transportation and therefore few students take advantage of their after school program.

Since 2013-2014, SHS enrollment has decreased from 216 students to 185 students in the 2016-2017 school year. The student body is comprised of mostly males (67%) and students who are chronologically 11th or 12th graders. Ninety-four percent of the students are Hispanic, 2% are Caucasian, 3% percent are African American, and 1% are other.

DEMOGRAPHIC DATA

1. The Community

a.   A Description of the Community Served by the School

The City of Azusa was founded in 1887 and incorporated as a general law city on December 29, 1898. The City encompasses approximately 10 square miles and is located in the County of Los Angeles, approximately 27 miles northeast of the City of Los Angeles. Azusa is nestled against the San Gabriel Mountain foothills at the entrance to the San Gabriel Canyon. It is one of the oldest incorporated cities in the San Gabriel Valley and was the site of the state's first union school, Citrus Union High School, founded in 1891. The city and school district enjoy a close relationship with Azusa Pacific University and Citrus Community College.

b.   Family and Community Trends

Azusa is categorized as a low-wealth community. Non-professional/non-office industry comprises over 50% of the jobs available in the city. Twenty-five percent of the population works in manufacturing and retail occupations, while an additional 20% works in education, health, and social services. The school district is the city's largest employer.

City of Azusa—Selected Population Data, 2010 (US Census Estimate)	
Population	46,361
Male	49%
Female	51%
Hispanic	68%
African American	4%
Households with children under 18 years old	44%
Below poverty level	17%
Married couples	29%
Single parents	13%
Female-headed, below poverty level	32%
Spanish as primary home language	57%
No high school diploma, aged 25+	25%
Median Household Income	$53,135
High School Diploma	29%
Baccalaureate degree	20%

Sierra High School, WASC Focus on Learning Self-Study 2017

Based on the 2010 US Census estimates, the population of 46,825 has increased slightly, although it remained relatively stable over the past nine years, increasing slightly in its Hispanic population and decreasing slightly in its Caucasian/non-Hispanic population. In spite of its low-wealth status, housing in Azusa has increased in price with the rest of southern California: the median price of homes/condo value rose from $143,300, in 2000 to $305,200 in 2013; the California median home price in 2013 was $373,100. Forty-seven percent of Azusa's residents rent housing. Significant influences on student success currently exist in Azusa:

- Twenty-seven percent of children in Azusa are below the poverty line
- Twenty-one percent of high school graduates live below the poverty line
- Forty-nine percent of non-high school diploma residents in below the poverty line
- There are significant numbers of one-parent families, non-traditional families, and families having a primary home language other than English
- Forty-eight percent of the city's households have children under 18-years old
- Seventeen percent of families live below the poverty level
- Only 28% of the households with children have married couples at their heads; single parents account for 13%
- Grandparents are the primary caregivers in 24% of homes with children
- Forty-one percent of the population of Azusa has no high school diploma or equivalency
- Forty-five percent of parents of Sierra High School students lack a high school diploma or equivalency

c.   State/Federal Program Mandates

SHS participated in the Alternative Schools Accountability Model (ASAM). Beginning in 2010–11, the CDE stopped producing ASAM reports, and ASAM schools are not required to report ASAM data to the CDE.

d.   Parent Organizations

Parents and community members are very supportive of the educational program at Sierra. Parents and the community participate in three Report Card Nights and Parent Focus Meetings throughout the year. In addition, parents participate through School Site Council (SSC) and the English Learners Advisory Committee (ELAC), District English Learners Advisory Committee (DELAC), Coffee with the Principal, Parent Forum, and Families In Schools (FIS).

e.   Community Foundation Programs

Currently Sierra does not have any relationships with community foundations.

f.   School/Business Relationships

Sierra enjoys many partnerships in the community and generous donations from a variety of community members. These partnerships include: Azusa Pacific University, Citrus College, Cal Poly Pomona, Azusa Rotary, Starbucks, White's Funeral Home, Rainbird, McDonalds, Blue Chair Children's Books, and Blizzard Entertainment.

2. Staff Description

Our dedicated and caring Sierra staff is led by our Principal Mr. Paul Hernandez. Working together, the Sierra staff and administration work diligently to create a safe and nurturing environment for the school and all of its stakeholders. The 2016-2017 school year includes 13 highly qualified teachers, one .2 FTE (Latino Studies), three part time ROP teachers, one counselor, one part-time computer lab aide, three office clerks (two full time and one part time), one campus security aide, one part time school resource officer, two custodians, three food service workers, one health aide, two instructional aides, three RSP instructional aides. The ethnic makeup of the staff includes 20 Hispanic, one Filipina, and 16 white. The staff includes 26 females and nine males.

3. WASC Accreditation History

a. School Vision, Mission and Student Learner Outcomes (SLOs)

During the 2015-2016 WASC planning process, Sierra staff, students, and parents reviewed and evaluated the existing vision and Student Learning Outcomes (SLOs). Through this process, the vision and SLOs were reviewed and are:

Vision Statement

Sierra High School is an alternative education program that provides a personalized, enriched, and varied environment that enables students to develop to their full potential. With collaboration of a caring staff and support of their family and community, students will graduate with a strong vision for a successful future.

Mission

Sierra High School is a place where students have a second opportunity to achieve academic success. To bring this aspiration into reality we:
- model and build good relationships
- develop skills and knowledge
- foster independent thinking in a safe environment

Sierra High School, WASC Focus on Learning Self-Study 2017

Student Learner Outcomes (SLOs)

Sierra High School graduates will be:

Effective Communicators who:
- Convey ideas through oral communication, writing, artistic expression, technology, and numbers
- Demonstrate the ability to apply appropriate communication skills and to communicate with others in a respectful manner

Academic Achievers who:
- Are prepared to enter a community college, career, or vocational setting
- Demonstrate growth toward mastery in a variety of challenging and relevant academic disciplines

Responsible Citizens who:
- Respect self and others
- Demonstrate consistent and punctual attendance
- Make good choices in daily living and who are accountable for their actions

b. Brief History or past WASC Accreditations

In 1996, Sierra was granted its initial three-year accreditation term to expire in 1999. The Visiting Committee recommended the following:
1. More elective classes added to the current program offerings.
2. Update the current facilities to accommodate high school students.
3. Acquire additional technology and computer equipment.
4. Implement teaching strategies appropriate to the community served.
5. Develop a stronger connection with the community to promote the alternative school.

In 1999, Sierra was granted a six-year accreditation to expire in 2005 with a mid-term visit in 2002. During the 2002 midterm visiting committee recommended that the staff annually review and update the action plan and that they annually discuss progress made on growth needs in order to ensure they are embedded in the action plan.

In 2005, Sierra was granted a six-year accreditation term to expire in 2011. The Visiting Committee identified two growth needs in addition to the critical areas identified by the staff:
1. Articulation between Sierra and the comprehensive high schools in the district.
2. Staff needs to increase their capacity as professional instructors.

In 2008, the Midterm Visiting Committee recommended that the staff continue to:
1. The work of improving all areas of the Action Plan
2. Continue the process of using data to drive instruction
3. Continue pursuing curriculum content alignment with the comprehensive high schools.

In 2011, Sierra was granted a six-year accreditation term to expire in 2017 with a mid-term visit in 2014. The Visiting Committee recommended the following:
1. Increase students' academic achievement in ELA for all students
2. Increase students' academic achievement in Mathematics for all students
3. Increased use of technology for students and teachers
4. Professional development is a major focus for the Azusa USD and at SHS
5. Need to improve and expand communication of student achievement to both parents and students through the use of technology
6. Increase access to up-to-date technology for career exploration
7. Increase access/up to date technology to enhance student engagement/achievement
8. Research/refine ILP process to increase student accountability, personal responsibility, and use of technology
9. Investigate altering Master Schedule to offer remediation and support/CAHSEE intervention/ELD before, during, and after current school hours

In 2014, the Midterm Visiting Committee recommended that the staff continue to:
1. The staff annually review and update the action plan
2. The staff annually discuss progress made on growth needs in order to ensure they are embedded in the action plan.

c. Not Applicable

4.   Program Improvement of the School

Sierra High is not identified as a Program Improvement (PI) school. However, after the 2014-15 school year, the state did away with the Alternative Schools Accountability Model (ASAM), which has been the measure used to determine student academic progress in continuation schools such as Sierra High School. Due to this change, Sierra High School uses a variety of internal measures to address improvement on student academic success. As the state and federal government work towards determining the criteria for performance measures in alternative schools, we are continuing to use internal measures to ensure our students are making adequate academic progress.

5.   LCAP Identified Needs and Description of Goals

a.   Stakeholder Input

The Azusa Unified School District designed a four-step process to engage parents, students, staff, and community members in the development of the LCAP by:
1. Informing all Stakeholders about the LCAP
2. Systematically consulting with stakeholders to gather their input and suggestions
3. Developing a draft of the LCAP to share with key stakeholder groups and the Board of Education
4. Finalizing the LCAP with additional opportunities for stakeholder input and recommendations

Built within this process were multiple Board Meetings that investigated and informed the public about LCAP through:
- Annual Parent and Student surveys
- Professional development for site administrators, certificated and classified personnel
- The development of the Parent Advisory Committee (PAC+) which annually reviews the District's LCAP Goals, metrics and funding, and school site parent meetings that inform and update parents and community members of the LCAP

b.   Azusa Unified's LCAP Goals that apply to Sierra High School
- Goal 1: Increase student achievement in ELA and Mathematics and narrow achievement gaps.
- Goal 2: Increase English learners' academic language development, achievement, re-designation rate and decrease the number of Long-Term English learners (LTELs).
- Goal 3: Increase students' college and career readiness.
- Goal 4: Increase parent/student leadership, engagement and positive perception.

Eight State Priorities
1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards and safe facilities.
2. Implementation of California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, and English language development, history/social science, visual and performing arts, health education and physical education standards.
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5. Supporting student engagement, including whether students attend school or are chronically absent, and improving graduation rates
6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
7. Ensuring all students have access to classes that prepare them for college, careers. Regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

c.   Measure Progress

The metrics used to measure the District's LCAP Goals include: SBAC results, CELDT results, reclassification rates, a-g completion, AP test scores, CTE pathway course participation and completion, parent and student surveys, and parent participation in schools.

d.   District LCAP Goals
- Goal 1: Increase student achievement in ELA and Mathematics and narrow achievement gaps.
- Goal 2: Increase English learners' academic language development, achievement, re-designation rate and decrease the number of Long-Term English learners (LTELs).
- Goal 3: Increase students' college and career readiness.
- Goal 4: Increase parent/student leadership, engagement and positive perception.
- Goal 5: Improve district facilities, transportation and nutrition.

B. School Program Data

1. Sierra High School is a continuation high school designed to ensure students succeed academically and are prepared to enter post-secondary education or the work force. The California Department of Education defines continuation schools as

"an educational option for students since 1919, [it] is a high school diploma program designed to meet the needs of students aged sixteen and older who have not graduated from high school, are not exempt from compulsory school attendance, and deemed at

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risk of not completing their schooling. Students enrolled in continuation education programs are often credit deficient. Others need a flexible educational environment because they are employed or engaged in family obligations. California Education Code (EC) sections that provide for continuation education include sections 44865, 46170, 48400-48438, and 51055.

Students enrolled in continuation education programs are often credit deficient or in need of a flexible schedule due to employment, family obligations, and/or other critical needs. For apportionment purposes, a minimum day of attendance in continuation education is 180 minutes. However, many continuation high schools offer academic programs that exceed the minimum daily attendance requirement." (CDE, 2016, para. 1) http://www.cde.ca.gov/sp/eo/ce/ceprogramsummary.asp

At Sierra High School, credit recovery is structured based on a trimester system. Students are enrolled in six classes each trimester, allowing the student to recover 90 credits per year. Students in need of further credit recovery can enroll in the Adult Education program which is adjacent to our campus. Students experience many of the same day to day activities as they would in a comprehensive school. Sierra is able to offer multiple elective courses during the day. Students can enroll in various art courses, ceramics, weight training, Latino Studies, ROP courses, and AP Human Geography. In addition, eligible students are able to participate in our co-ed sports league, which is comprised of several neighboring Continuation schools. Currently, student-athletes are able to participate in football, softball, basketball, and soccer. In addition, there is a plan to add a season for girls volleyball. Sierra offers small class sizes, an average of 20-1, to ensure students receive the individual support they need to become successful after graduating.

2. **Summary of Additional Programs and Interventions**

Sierra High School is an intervention program that serves at-risk students for the Azusa Unified School District. Students are able to access curriculum in an average 20:1 student to teacher ratio. Students with IEP's are able to receive support services using a "Consult Model". Sierra offers three ROP courses: Administration of Justice, Child Development, and American Sign Language. In addition, Sierra offers ELA and math tutoring after school, twice a week and strength and conditioning course in our weight room every Monday, Thursday, and Friday. Students are also able to take online classes using APEX. After school, Sierra students are able to enroll in Counselling 160, a course offered in partnership with Citrus College and access the Adult Education School, which is adjacent to Sierra, and enroll in elective courses that meet twice a week. The Counseling 160 course started January 24th and ends May 25th. It is offered every Tuesday and Thursday, whereas the Adult Education courses are offered on every Monday and Wednesday. Finally, Sierra is the home for two other District programs: SOAR and CCAT. SOAR is an intervention program for seventh thru tenth grade students. CCAT is an online program designed for Special Education students to complete their graduation requirements in a self-paced setting.

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a. Intervention Programs

    i. English Learners (ELs): All English learners are instructed using SDAIE strategies.

    ii. Title 1 funds are used for school-wide interventions, after school tutoring support and increased access to Common Core aligned materials for ELA and math courses. Title 1 is also used to support Professional Development, classroom technology, supplemental materials to support Common Core instruction, and additional instructional aides, as needed.

    iii. Most students enrolled at Sierra tend to test below Standards Met in CAASPP. Students can attend after school tutoring. All juniors are enrolled in an English Elective class Trimester II that focuses on close reading strategies and evidence based expository writing using software such as NewsELA and AR360.

    iv. Sierra has one full time Special education teacher who provides specialized academic instruction to students with special needs. Interventions for these students are implemented based on their IEP.

    v. Sierra works with students that qualify as Migrant Ed, Homeless, or reside in a Group or Foster home.

b. Online Instruction

    i. Currently, Sierra High School offers online APEX courses to students who need more credits than they can recover during the trimester. At this time, Sierra does not have a set time or class period during the curricular school for students to access APEX. Students are able to access APEX at home, during a free period, lunch, after school tutoring on Tuesdays and Thursdays and on Friday after school when the Apex teacher is available for assistance. Within our ELA courses, students access AR360 a reading support program or NewsELA.

    ii. Sierra uses APEX learning as our e-course.

    iii. The hardware required for APEX is a desktop, laptop, or Chromebook. The software requirement is an up-to-date web browser.

    iv. Since the APEX courses offered are all A-G, the staff member that oversees the enrollment and monitoring is a fully credentialed teacher.

    v. We currently have one credentialed staff member that oversees the online instruction.

    vi. Students are able to access all A-G core courses, World Languages, and electives that include: Art Appreciation and Music Appreciation. Please see course list in appendix.

    vii. We offer asynchronous instruction. Students progress through course content at their own pace. Email notification of course progress is sent to instructional coaches on a regular basis.

    viii. The counselor and instructional coach verify that students have a computer and internet access at home. Students also have access to the computer lab during lunch and after school on Tuesdays and Thursdays.

    ix. Depending on the APEX course, students take a variety of assessments that include but not limited to: online quizzes, projects, online unit exams, essays, short answer responses and a written final.

  x. Students are identified for APEX based upon credit need. The instructional coach is formally available to students once per week or as needed based upon student request.

  xi. Parents and students fill out a contract that outlines that course requirements and hardware needs. Students then meet with the instructional coach.

  xii. Communication between the Instructional Coach and students is email based but the Instructional coach is available after school one day per week and throughout the regular school day as needed.

  xiii. We do not have dedicated online students; therefore APEX students receive support through Sierra High School.

c. Focused Programs: Preparing students for postsecondary college and careers

This year, Sierra began collaborating with Citrus College and offered Counseling 160 as a dual enrollment course, with further plans to offer its sister course, Counseling 145 in the Fall. These courses prepare students for college and career by investigating the skills necessary to be successful and proactive in setting and achieving goals. Also, students update their Naviance accounts in preparation for attending college or career. In addition, East San Gabriel Valley ROP offers CTE courses for Sierra students to complete. Representatives from ROP are onsite three times per year to promote the programs. During the third trimester, Sierra offers a College and Career Studies course that includes a tour of the ROP campus in West Covina. One major component of this course is the student use of Naviance.

  i. APEX courses are offered online. Students need a computer, email address, and internet connection. The Citrus college courses are taught using direct instruction, project based learning and the required text, "Becoming a Master Student", 16th Edition.

  ii. Apex students need a computer and internet connection.

  iii. The staff for the Counseling 160 course are assigned by Citrus College and meet with administration on a regular basis throughout the semester.

  iv. All APEX courses are A-G. Students enrolled in the Counseling 160 course use "*Becoming a Master Student*", 16th Edition.

  v. Students enrolled in an APEX class complete a variety of assessments that include: tests, quizzes, formal written papers. Progress emails are sent to the Instructional coach, counselor, and administrator for review and possible follow-up. Students enrolled in the Counseling 160 course complete a variety of assessments that include: tests, quizzes, formal written papers, presentations, and in class formal assessments.

  vi. All of Sierra's core courses are A-G. However, since our focus is primarily credit recovery, we do not have a formal CTE pathway and are one course shy, a second physical science lab course, from being able to offer a complete A-G curriculum.

  vii. Prior to the start of school, Sierra offers an orientation for parents and students. Parents and students are given a tour of the school, meet the principal, counselor, various staff members and are given a student agenda that has our

Vision, Mission, SLOs, yearlong calendar of activities, behavior guidelines, and information about programs such as PBIS and our connection to Adult Education. Also, additional orientation sessions are held on an as needed basis throughout the year.

viii. Our 20 to 1 student teacher ratio allows for a greater interaction between students and staff. Sierra teachers and staff interact with students on a continual basis, even when not enrolled in a staff members course.

ix. All students are able to access all services and extracurricular activities regardless of gender identity, sexual preference, ethnicity, citizen status, or religion. Our counselor meets with students multiple times a year to review credits status, course requirements, and graduation status. We have a part time health time aide, and the district nurse visits students as needed.

x. Sierra has multiple business partners. These partnerships include: Azusa Pacific University, Citrus College, Cal Poly Pomona, Azusa Rotary, Starbucks, White's Funeral Home, Rainbird, McDonalds, Blue Chair Children's Books, and Blizzard Entertainment.

C. DEMOGRAPHIC DATA

1. *Parent Education Level*

a. *Parent Education Level*

	2013-2014	**2014-2015**	**2015-2016**	**2016-2017**
Not a high school graduate	88	88	83	75
High school graduate	56	58	63	54
Some college	40	43	36	33
College graduate	9	15	13	11
Graduate school	2	0	0	2
Declined to state	10	2	1	0
Total	205	206	196	175

The following table illustrates the parent education levels of our parents by percentage over the past four years. Data was obtained from our Student Information System, Aeries.
- The percentage of not a high school graduate dropped from 88% in 2013-14 to 75% in 2016-17.
- High School graduate rate remains relatively constant
- Some college has decreased by seven points

b. Percent Free and Reduced Lunch

	2013-2014	**2014-2015**	**2015-2016**	**2016-2017**
Free/Reduced Lunch	83%	82%	80%	75%

The following data for students qualifying for free/reduced lunch was obtained from Aeries.
- Percent free and reduced lunch has decreased slightly over the last four years.

2. **Student Enrollment Data**

Student Ethnic Subgroups Comparison by School and District

	2013-2014		2014-2015		2015-2016		2016-2017	
Sierra High School	#	%	#	%	#	%	#	%
African American	1	0	2	1	5	3	3	2
Asian	1	0	2	1	2	1	2	1
Caucasian	4	2	4	2	5	3	6	3
Hispanic	199	97	198	96	184	94	158	90
Other	0	0	0	0	0	0	6	3
Total	205		206		196		175	
Comprehensive High Schools	#	%	#	%	#	%	#	%
African American	22	1	19	1	23	1	33	1
Asian	79	3	83	3	65	3	57	2
Caucasian	85	3	93	4	88	4	83	3
Hispanic	2457	92	2347	92	2247	92	2305	92
Other	14	0	13	0	19	1	21	1
Total	2657		2555		2442			2499
District	#	%	#	%	#	%	#	%
African American	125	1	116	1	117	1	113	1
Asian	187	2	197	2	184	2	181	2
Caucasian	299	3	303	3	301	3	294	3
Hispanic	8826	93	8504	93	8152	92	8091	92
Other	82	1	68	1	70	1	85	1
Total	9519		9188		8824		8764	

The chart represents the comparative ethnic breakdown of students at Sierra, the other two comprehensive schools and the district.
- Ethic subgroups have remained relatively constant over the last four years
- Sierra's ethnic distribution is consistent with the district's overall distribution

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GRADE LEVEL, GENDER, LANGUAGE PROFICIENCY, SOCIOECONOMIC STATUS, AND SPECIAL NEEDS

2016 - 2017

Grade	Total	Male	Female	ELL	FEP	EO	Free Lunch	Reduced Lunch	SPED	GATE	Home Language English	Home Language Spanish
11	66	47	19	10	30	26	47	3	6	1	26	40
12	109	73	36	20	53	36	71	11	6	2	35	72
Total	175	150	55	30	83	62	118	14	12	3	61	112

2015 - 2016

Grade	Total	Male	Female	ELL	FEP	EO	Free Lunch	Reduced Lunch	SPED	GATE	Home Language English	Home Language Spanish
10	8	4	4	0	1	7	5	0	1	0	7	1
11	116	78	38	19	55	44	98		6	2	44	71
12	72	41	31	10	36	26	52	5	7	0	26	46
Total	196	123	73	27	92	77	144	12	12	2	77	118

2014 - 2015

Grade	Total	Male	Female	ELL	FEP	EO	Free Lunch	Reduced Lunch	SPED	GATE	Home Language English	Home Language Spanish
10	21	16	5	5	7	9	12	2	0	14	9	12
11	115	68	47	26	59	30	91	6	4	2	30	84
12	70	41	29	9	31	30	53	5	8	1	30	39
Total	206	125	81	40	97	69	156	13	12	17	69	135

2013 - 2014

Grade	Total	Male	Female	ELL	FEP	EO	Free Lunch	Reduced Lunch	SPED	GATE	Home Language English	Home Language Spanish
10	4	3	1	2	2	0	4	0	1	0	0	4
11	106	62	44	27	37	42	74	13	74	2	45	60
12	95	58	37	31	34	29	73	6	8	6	30	65
Total	205	123	82	60	73	71	151	19	13	8	75	129

The data above represents the number of students by grade level, language, SpEd, and SES.

- The number of GATE students has decreased from a high of 17 in 2014-15 to three in 2016-17.
- The number of students that have Spanish as a Home Language has decreased from a high of 129 in 2013-14 to 112, in 2016-17.
- The number of SpEd students has remained constant.
- The number of EL students has decrease significantly from 60 in 2013-14 to 30 in 2016-17.
- The male to female ratio has increased from 123:82 in 2013-14 to 150:55 in 2016-17.

3. **Language Proficiency by Numbers**

	EL	IFEP	RFEP	Total EL
2013-2014	60	12	61	205
2014-2015	40	19	78	206
2015-2016	27	28	64	196
2016-2017	30	23	60	175

The tables below illustrate the number of students designated as EL, IFEP, and RFEP for the past four years and the CELDT classification of students for those same years according to data provided by the district database. The data reflects a decrease in the number of EL students attending Sierra and a consistent number of IFEP and RFEP students enrolled.

Data on Addressing the Eight State Priorities

1. Conditions of Learning

Sierra High School teachers are fully credentialed and highly qualified.   At this time we do not have any Nationally Board Certified teachers. Most of our teachers hold a Master's Degree (13 out of 14). All of our teachers are CLAD certified or have completed the CLAD equivalent. All of Sierra's staff teach within their subject.

	Administrative	Teachers	Pupil Services	Classified Staff
Number Staff and Gender				
Male	1	6		2
Female		8	1	13
Racial/Ethnic Designation				
Hispanic	1	2	1	12
Filipino				
White		12		3
Years of Service				
1-2 Years		1		1
3-5 Years				1
6 Years +	1	13	1	13
Education Level				
Doctorate				
Master's 30+	1	13	1	
Master's				
Bachelor's 30+		1		
Bachelor's				1
NCLB Compliant				
Yes	1	14	1	15
No				

    a. Additional Qualifications
       1. Currently, Sierra does not have any National Board Certified Teachers on staff
       2. All teachers are teaching within their credentialed area
       3. All Sierra teachers are fully credentialed
       4. Thirteen out of 14 Sierra teachers hold a Master's degree
       5. Thirteen out of 14 Sierra teachers have more than six plus years teaching within the district
       6. The district no longer has BTSA. New teachers are required to complete the "Induction' program that is contracted out through LACOE
       7. All of our staff attend at least two District Professional development meetings each year. Over the past three years, the focus of the

District's professional development has been centered on Common Core and Professional Learning Communities. Also, ELA and history teachers received additional training on the implementation of Document Based Question (DBQ). ELA teachers were also trained to implement ERWC curriculum and attended multiple Carlo Jago trainings over a two year period that focused on reading and writing within the Common Core frameworks. Two of the four ELA teachers attended multiple full day trainings of the new ELD standards for the Language Arts classroom. Also, both math teachers piloted the CPM math program, which was subsequently adopted by the district. All math teachers were required to attend over seven days of professional development to implement the CPM programs and its' strategies in the classroom. Math teachers also received SIOP professional development. Our science teacher and one of our math teachers are part of the iAM Science program that is offered through UCLA CenterX that focuses on NGSS.

8. Sierra teaching staff is majority female and most of the teacher, 12 of 14, are Caucasian.

9. Teacher Attendance Data

	Time Out Reported	
Month	**< than 4 hours**	**> than 4 hours**
August	**33%**	**67%**
Personal Necessity	100%	0%
Sick	0%	100%
September	**12%**	**88%**
AEA Business	100%	0%
Jury Duty	0%	100%
Personal Necessity	0%	100%
School Business	0%	100%
Sick	33%	67%
Staff Development	0%	100%
October	**21%**	**79%**
AEA Business	50%	50%
Conference	0%	100%
Personal Necessity	25%	75%
School Business	25%	75%
Sick	29%	71%
Staff Development	9%	91%
November	**41%**	**59%**
AEA Business	100%	0%
Inservice	0%	100%
Personal Necessity	20%	80%
School Business	0%	100%
Sick	67%	33%
Staff Development	0%	100%
December	**22%**	**78%**
Personal Necessity	50%	50%
School Business	67%	33%
Sick	20%	80%
Staff Development	0%	100%

	Time Out Reported	
Month	**< than 4 hours**	**> than 4 hours**
August	**1**	**2**
Personal Necessity	1	
Sick		2
September	**2**	**15**
AEA Business	1	
Jury Duty		1
Personal Necessity		2
School Business		2
Sick	1	2
Staff Development		8
October	**6**	**23**
AEA Business	1	1
Conference		1
Personal Necessity	1	3
School Business	1	3
Sick	2	5
Staff Development	1	10
November	**11**	**16**
AEA Business	8	
Inservice		4
Personal Necessity	1	4
School Business		2
Sick	2	1
Staff Development		5
December	**4**	**14**
Personal Necessity	1	1
School Business	2	1
Sick	1	4
Staff Development		8

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Month	Time Out Reported		Month	Time Out Reported	
	< than 4 hours	> than 4 hours		< than 4 hours	> than 4 hours
January	**33%**	**67%**	**January**	**5**	**10**
Bereavement	0%	100%	Bereavement		1
Personal Necessity	60%	40%	Personal Necessity	3	2
School Business	50%	50%	School Business	2	2
Sick	0%	100%	Sick		2
Staff Development	0%	100%	Staff Development		3
February	**25%**	**75%**	**February**	**7**	**21**
Jury Duty	0%	100%	Jury Duty		1
Personal Necessity	0%	100%	Personal Necessity		3
School Business	60%	40%	School Business	3	2
Sick	14%	86%	Sick	1	6
Staff Development	25%	75%	Staff Development	3	9
March	**21%**	**79%**	**March**	**4**	**15**
AEA Business	0%	100%	AEA Business		1
Personal Necessity	20%	80%	Personal Necessity	1	4
School Business	0%	100%	School Business		1
Sick	25%	75%	Sick	1	3
Staff Development	25%	75%	Staff Development	2	6
April	**31%**	**69%**	**April**	**5**	**11**
Jury Duty	0%	100%	Jury Duty		1
Personal Necessity	29%	71%	Personal Necessity	2	5
School Business	100%	0%	School Business	1	
Sick	50%	50%	Sick	1	1
Staff Development	20%	80%	Staff Development	1	4
May	**18%**	**82%**	**May**	**4**	**18**
Bereavement	0%	100%	Bereavement		3
Personal Necessity	25%	75%	Personal Necessity	2	6
School Business	25%	75%	School Business	1	3
Sick	33%	67%	Sick	1	2
Staff Development	0%	100%	Staff Development		4
June	**100%**	**0%**	**June**	**3**	
Bereavement	100%	0%	Bereavement	1	
School Business	100%	0%	School Business	2	

Observations from Data
- October had 29 reported absences with 10 of them for Professional development
- February had the highest number of reported sick days.
- With the exception of August, multiple staff members attended Professional development.

10. Sierra has 10 instructional aides (para professionals). At this time all Instructional Aides meet the ESEA requirements.

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School Facility Good Repair Status (Most Recent Year) Year and month in which Data was collected:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restroom/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			
Overall Rating	X			

b. Currently our school facilities are maintained in good repair. Any school concerns are reported and a work order is submitted to the district's Maintenance Operations and Transportation Department (MOT), where the principal follows up on all work orders to ensure they are completed in a timely fashion. In regards to the safety of science facilities, we currently do not have a science facility that is UC compliant but the school is working toward creating a science lab. As of December of 2016, our food preparation and service station was closed by the district due to roof leaks. As a result, our food service workers have relocated the food preparation carts and food service into room 7.

c. Sierra, as a staff, has worked vigorously transitioning to Common Core state standards starting in the 2012-2013 school year and has continued this transition of implementation till present. In our transition we have made efforts to incorporate common rubrics to assess performance and have worked collaboratively to ensure standards are being met and students are garnering achievement during this transition and implementation. We have made it a priority to make all standards accessible to all diverse learners and have made modifications as needed to the curriculum. As of 2015-2016, the district adapted College Prepatory Mathematics (CPM), an integrated series, Common Core aligned math program for all High School sites that was fully implemented this year, 2016-2017. All students have access to texts and chrome books to support online instructional components. Currently, the ELA curriculum uses ERWC for grade 12 ELA, and HOLT for ELA I – ELA III. The district has supplemented the curriculum with DBQs, AR360, and NewsELA to support the ELA Common Core standards. This

year, the District adopted "Collections" by Houghton Mifflin Harcourt for full implementation in 2017-2018. This is a Common Core aligned ELA curriculum with built-in ELD standards. The District has also adopted a supplemental ELD program called, "iLitEL", for long term English language learners and a supplemental ELA program, "iLit", for students reading two or more grade levels below. As of this time, science and history teachers are using previously adopted curriculum while the new standards are created.

d. Pupil access and enrollment in broad course of study
   1. Currently the number of students that are meeting the UC a-g requirement (during the 2013- 2014 as well as the 2014-2015 school year) is zero. Many students take a large percentage of UC a-g approved courses, but Sierra does not have the UC a-g required lab science. The majority of students' overall goal is to graduate on time.
   2. In 2013-2014 the district adopted an Integrated Math course sequence (CPM) to replace the traditional Algebra I-Geometry-Algebra II sequence. Sierra does not have 9th grade students and a small number of 10th grade students. Data from the Integrated I and Integrated II part of the series was included due to the overlap of Algebra I standards in the Integrated Math series and the District using course completion of Integrated I as fulfilling the Algebra I requirements.

Mathematics Course Enrollment by Year

	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016
Azusa				
Algebra B I		1		
Algebra I	348	1	37	
Algebra I A	1	3	1	
Algebra I B		32		
Integrated Math I		418	521	358
Integrated Math II			435	272
Gladstone				
Algebra I	367	38	2	
Algebra I A	19	51		
Algebra I B	1	6		
Integrated Math I		525	632	333
Integrated Math II			547	343
Sierra				
Algebra I		3	1	1
Algebra I B		4		
Integrated Math I			114	48
Integrated Math II			137	79

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The data table shows the number of students that were enrolled in Algebra and Integrated math courses.

- In 2012-13 all students were enrolled in an Algebra course.
- As mentioned previously, the change in Student Information System led to an interruption of data for the 2012-2013 school year.
- 2013-14 is the year the district began the switch from the traditional Alg.-Geo.-Alg.II sequence to an Integrated I,II,III sequence.
- All Sierra students were enrolled in Integrated I or II by 2014-15.
- 2015-16 is the first year of the District's three year math graduation requirement
- Due to a switch in Student Information system some of the Algebra data has been lost or difficult to find.

Math courses taken by Year and Grade

	2013 - 2014	2014 - 2015	2015 - 2016
Sierra			
Algebra I			
10	2		
11	1	1	
12			1
Algebra I B			
10	3		
11	1		
Integrated Math I			
10		5	1
11		104	32
12		5	15
Integrated Math II			
11		136	23
12		1	56

Data table shows the math course taken by year and grade.

- The table demonstrates the shift to the Integrated math sequence in 2014-2015
- The number of 12th grade students enrolled in Integrated II has increased
- The number of 11th grade students enrolled in Integrated I has increased.

3. Students regularly participate in co-curricular activities (football, softball, soccer, basketball, weight lifting, career-college class, Homecoming dance, prom, GradNite, field trips) throughout the school year.

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District Policies/School Financial Support

Federal and State Funding	2014-2015	2015-2016	2016-2017
Title 1	30,843	31,593	45,313
LCFF	16,257	16,257	16,257
Total	47,100	47,850	61,570

Table of financial resources from Title 1 and LCFF
- Due to a calculation error, more Title 1 money was allocated to Sierra in 2016-17. The correct amount should have been approximately 31,000.
- LCFF funding remained constant.

2. **Pupil Achievement Outcomes**

   a. **CAASP Data**

CAASP ELA Data

AVERAGE ELA SCALE SCORE

	Sierra High
2015	2484
2016	2505
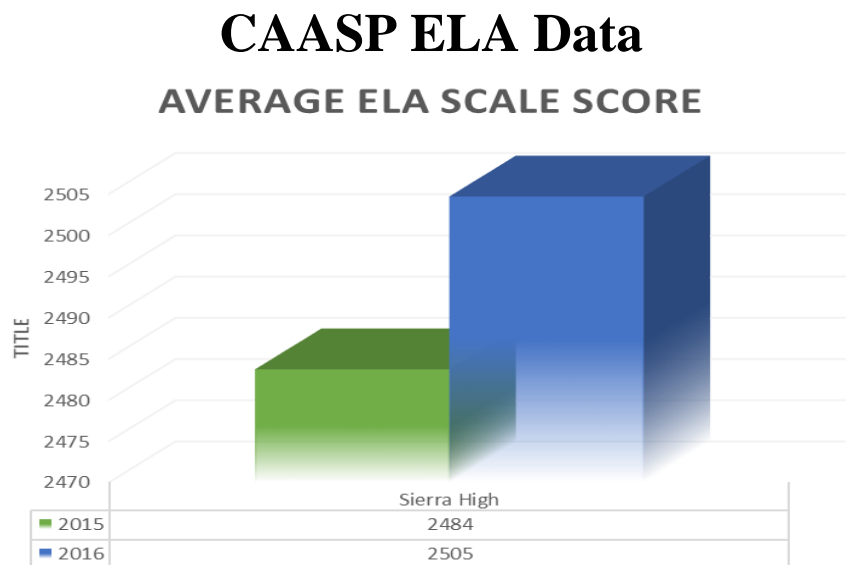
Observations from Data
- As a school, Sierra 11th grade students increased their overall scale score

OVERALL ELA ACHIEVEMENT LEVEL

	Exceeded	Met	Nearly Met	Not Met	NS
■ 2015	0%	11%	34%	51%	4%
■ 2016	3%	17%	33%	46%	1%
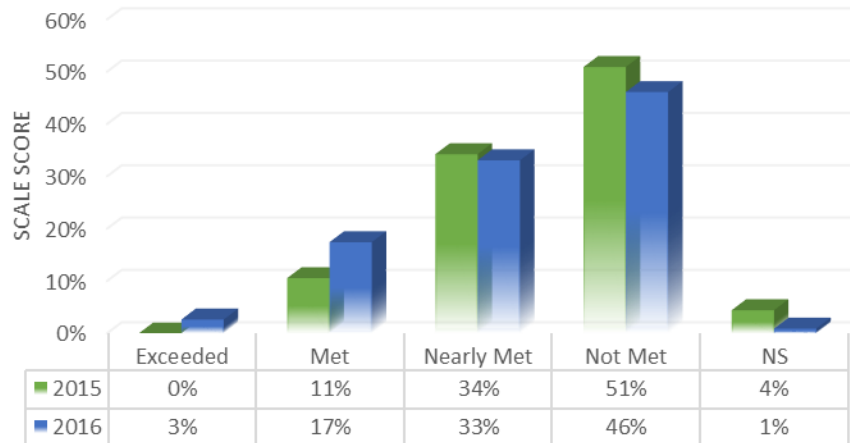
Percent of Sierra students that scored into the different achievement levels over two years.
- Eighty-five percent of students did not Meet or Exceed Standards
- Percent of students scoring in the Exceeded standards level increased from zero to three percent.
- Percent of students that met standards rose six percent
- The percent of students that did not meet standards decreased five percent
- No Score percentage dropped three percent

ELA - LANGUAGE FLUENCY SCALE SCORE

	EO	RFEP	IFEP	EL
■ 2015	2481	2504	2494	2445
■ 2016	2502	2531	2497	2462
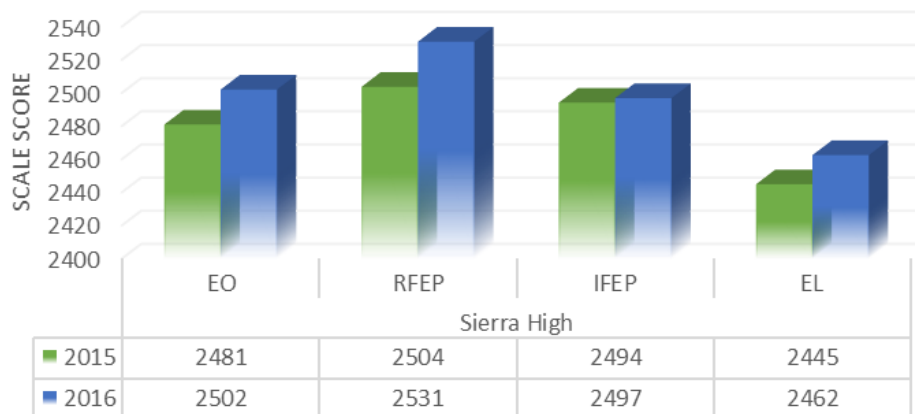
Observations from Data
- The scale score for all language groups increased
- The EO and RFEP group increase more than 25 points

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ELA - LANGUAGE FLUENCY ACHIEVEMENT LEVEL

	EO				EL		IFEP			RFEP			
	Exceeded	Met	Nearly Met	Not Met	Nearly Met	Not Met	Met	Nearly Met	Not Met	Exceeded	Met	Nearly Met	Not Met
2015	0%	3%	9%	14%	6%	16%	3%	3%	6%	0%	6%	17%	17%
2016	1%	7%	12%	18%	4%	11%	4%	5%	6%	2%	7%	11%	12%
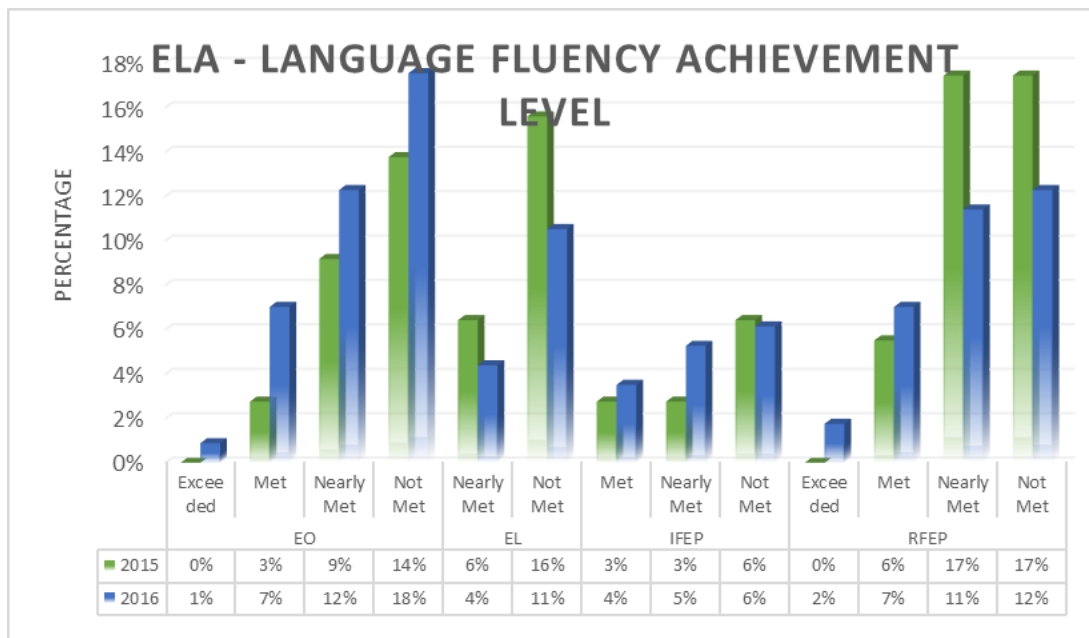
Observations from Data
- EO had a four percent increase in the standards met or exceeded
- All EL students did not Meet or Exceed Standards
- RFEP and IFEP student had seven percent and four percent, respectively in the Standards Met level.

ELA - ECONOMICALLY DISADVANTAGE SCALE SCORE
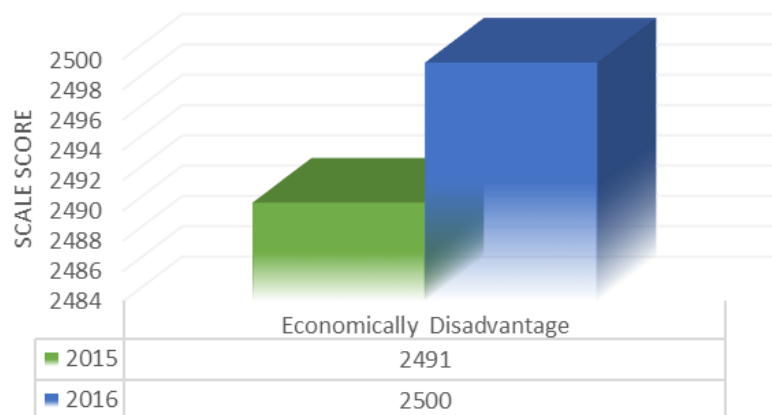
	Economically Disadvantage
2015	2491
2016	2500

Observations from Data
- Economically Disadvantage student's scale score increased

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ELA - ECONOMICALY DISADVANTAGE ACHIEVEMENT LEVEL

	Exceeded	Met	Nearly Met	Not Met
2015	0%	13%	38%	50%
2016	3%	16%	30%	51%
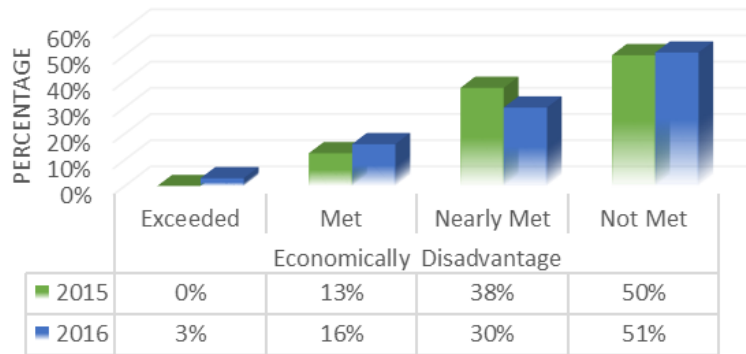
Observations from Data

- Student scoring in the Nearly Met standards category decreased by eight percent
- The percent of students scoring in the exceeded or met standards increased by six percent

ELA - SPED SCALE SCORE

	SpEd
2015	2445
2016	2434
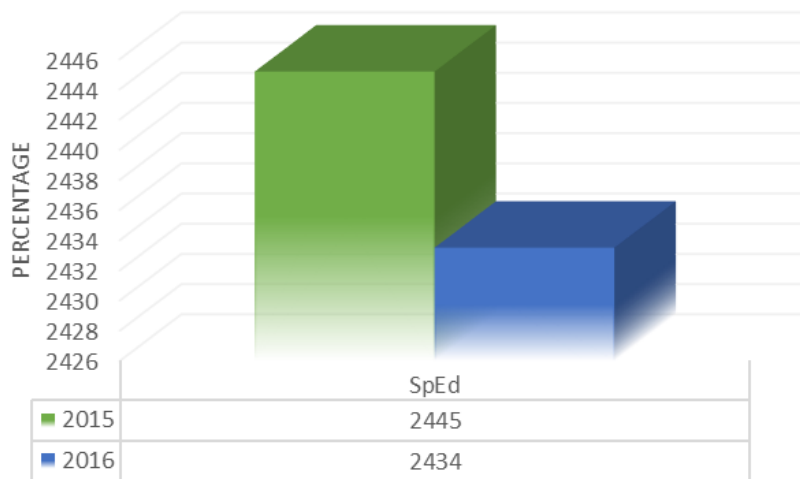
Observation from Data

- Special Education scores decreased from 2015-16

ELA - SpEd Achievement Level

	Nearly Met	Not Met	NS
2015	14%	71%	14%
2016	0%	100%	0%
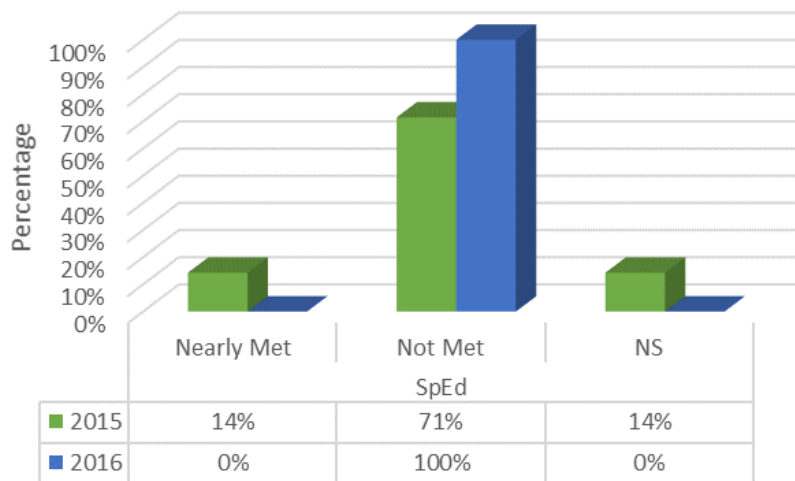
Observations from Data
- Percentage of Nearly Met decrease from 14% to zero percent
- All SpEd students score into the Standards Not Met level for 2016
- The percentage of non-scored students was eliminated for 2016

CAASP Math Data

AVERAGE MATH SCALE SCORE

	Sierra High
2015	2444
2016	2452
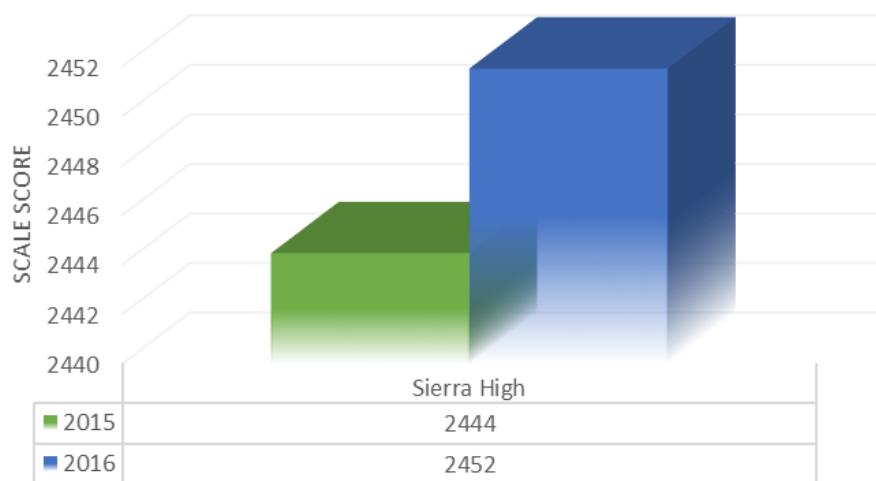
Observations from Data
- Sierra 11th grade students increased their overall scale score

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OVERALL MATH ACHIEVEMENT LEVEL

	Met	Nearly Met	Not Met
2015	0%	6%	94%
2016	1%	6%	93%
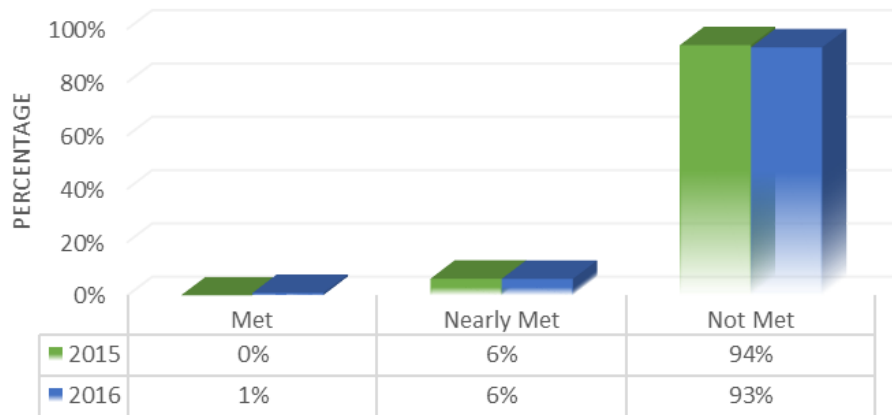
Observations from Data
- One percent of students scored in the Standards Met category
- Six percent of students scored in the Standards nearly met category
- Ninety-three percent of Sierra students scored in the standards Not Met level
- The percentage of students scoring in the Not Met category remained almost the same

MATH - LANGUAGE FLUENCY AVERAGE SCALE SCORE

Sierra High

	EO	RFEP	IFEP	EL
2015	2446	2458	2449	2417
2016	2449	2464	2451	2434
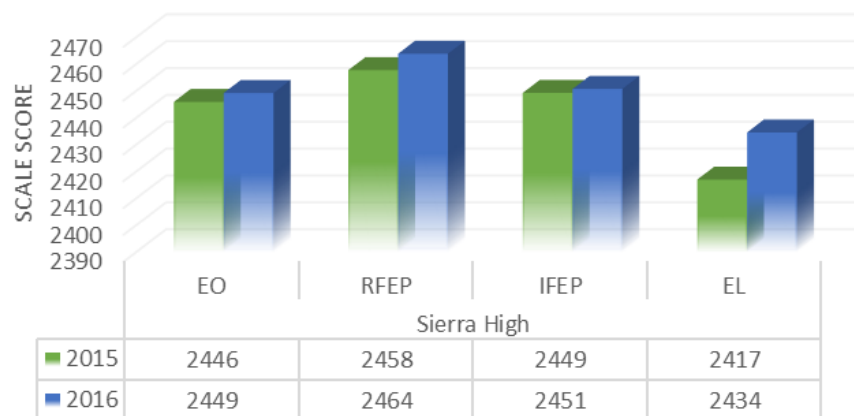
Observations from Data
- The scale score for all Language groups increased
- The EL group demonstrated the largest increase of 17 points

Sierra High School, WASC Focus on Learning Self-Study 2017

MATH - LANGUAGE FLUENCY ACHIEVEMENT LEVEL

| | EO | | RFEP | | | IFEP | | EL |
	Nearly Met	Not Met	Met	Nearly Met	Not Met	Nearly Met	Not Met	Not Met
2015	1%	26%	0%	4%	35%	1%	12%	22%
2016	3%	36%	1%	3%	29%	1%	13%	15%
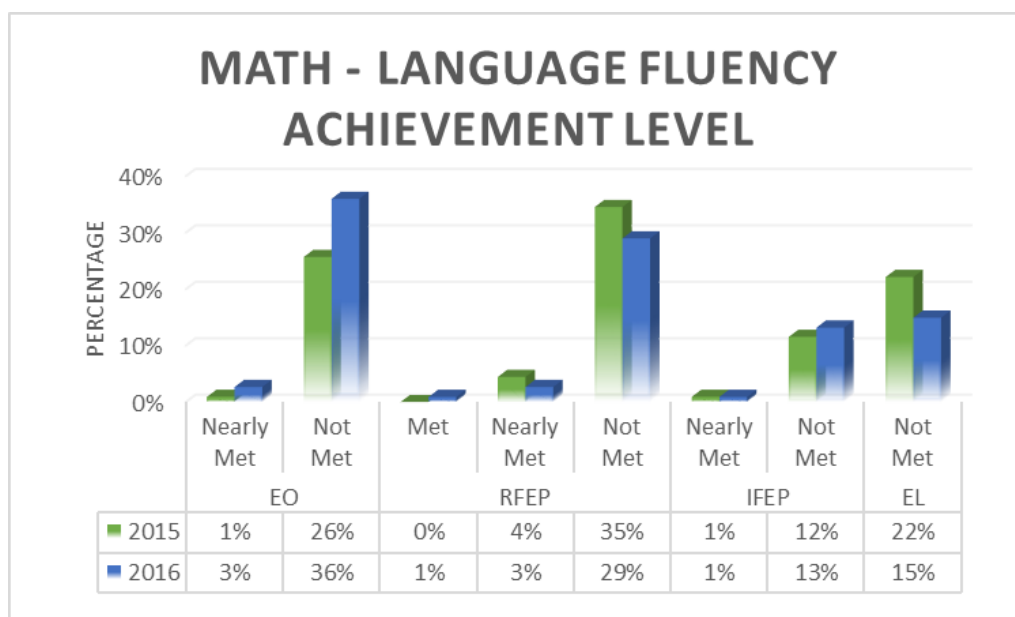
Observations from Data
- EO had a two percent increase in the standards Nearly Met
- EL students did not score above Standards not met level
- RFEPs were the only language subgroup to score in the Met level
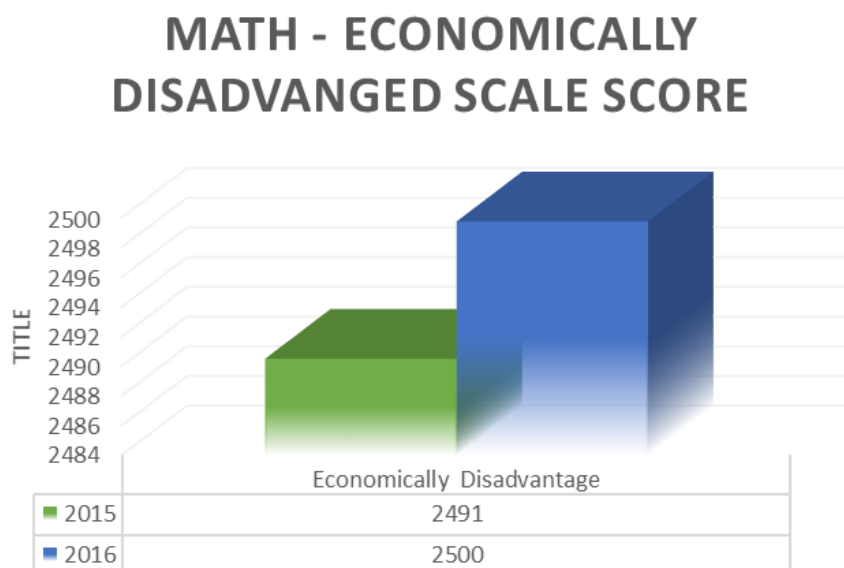
MATH - ECONOMICALLY DISADVANGED SCALE SCORE

	Economically Disadvantage
2015	2491
2016	2500

Observations from Data
- Economically Disadvantage student's scale score increased

Sierra High School, WASC Focus on Learning Self-Study 2017

Math - Economically Disadvantage Achievement Level

	Met	Nearly Met	Not Met
Economically Disadvantage			
■ 2015	0%	7%	93%
■ 2016	1%	5%	94%
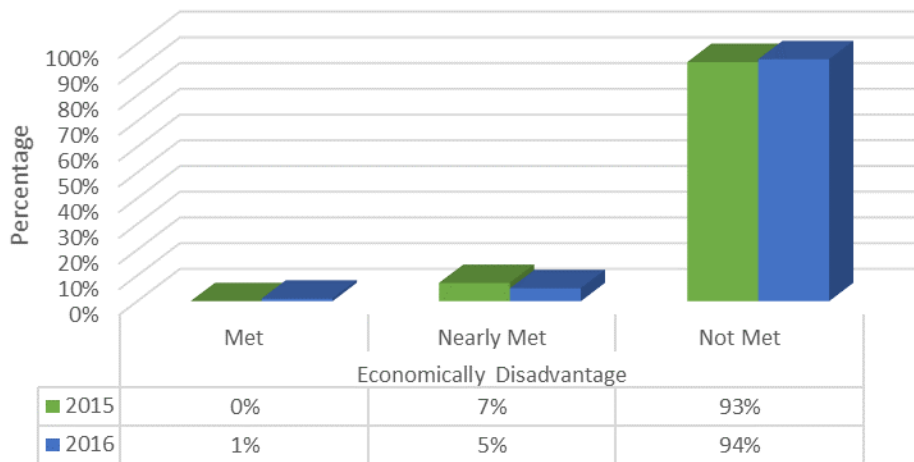
Observations from Data
- Student scoring in the Nearly Met standards category decreased by two percent
- The percent of students scoring in the Met Standards increased by one percent
- Percentage of students scoring in the Not Met category remained relatively constant
- Ninety-four percent of Economically Disadvantaged students scored in the standards Not Met level

MATH - SPED SCALE SCORE

	SpEd
■ 2015	2434
■ 2016	2444.5
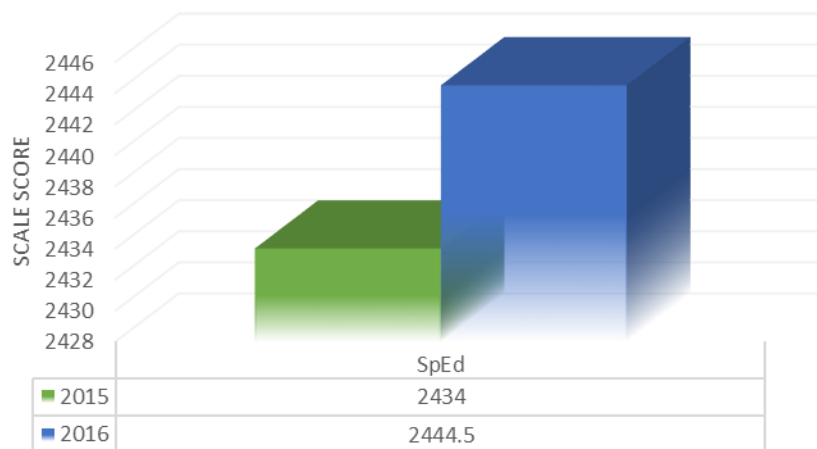
Observations from Data
- Special Education scale scores increased from 2015-16

Sierra High School, WASC Focus on Learning Self-Study 2017

MATH - SPED ACHIEVEMENT LEVEL

	Not Met (SpEd)	NS
■ 2015	71%	29%
■ 2016	100%	0%
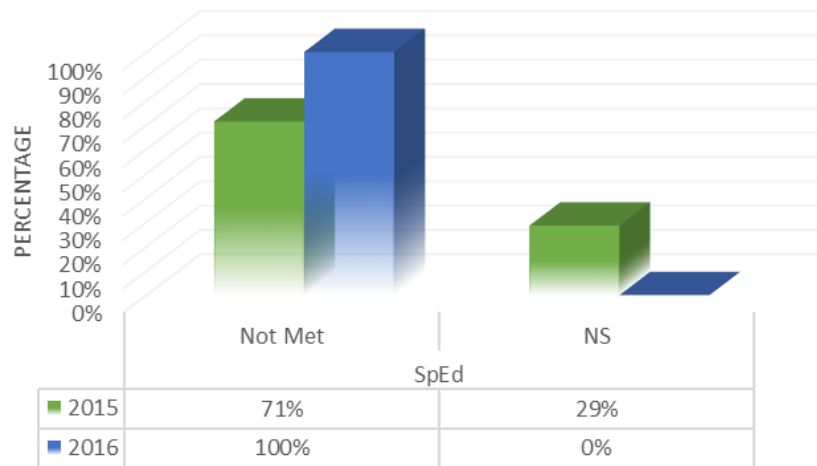
Observations from Data
- All SpEd students score into the standards Not Met level for 2016
- The percentage of non-Score students was eliminated for 2016 (29%)

California Standards Test (CST) Data

Average Scale Scores by Course Exams

	Year			
Course	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**
Algebra I	276	264	273	
Algebra II		239		
Biology	289	284	299	
CMA Algebra I		287	306	
CMA English Lang Arts		260	250	
Earth Science	310	295	318	
Engl/Lang Arts Total	274	284	290	
Geometry	255	262	267	
Life Science	306	287	291	263
Math Status	0	0	0	
US History	273	271	287	
World History	267	266	269	

Table of scale scores for the All CST Exams
- Scale scores in ELA increased from 274 to 290
- Scale scores in math remained relatively constant
- US History, Biology, and Earth Science saw small increases in the scale score

Sierra High School, WASC Focus on Learning Self-Study 2017

Percent of Students in Each Proficiency Band

	2010-2011	2011-2012	2012-2013
ELA			
Engl/Lang Arts Total	100%	96%	97%
Advanced	3%	0%	3%
Proficient	5%	8%	6%
Basic	19%	30%	30%
Below Basic	27%	25%	35%
Far Below Basic	47%	33%	24%
CMA English Lang Arts	0%	4%	3%
Basic	0%	1%	1%
Below Basic	0%	1%	1%
Far Below Basic	0%	2%	1%

Observations from Data
- Increase in the percentage of students that scored Advanced and Below Basic
- Decrease in the number of Proficient, Basic, and Far Below Basic students
- Including the CMA results, 60% of students scored BB or FBB

Percent of Students in Each Math Proficiency Band

	2010-2011	2011-2012	2012-2013
Math			
Algebra I	53%	63%	52%
Proficient	2%	0%	2%
Basic	9%	8%	6%
Below Basic	25%	31%	29%
Far Below Basic	16%	25%	15%
CMA Algebra I	0%	3%	1%
Proficient	0%	1%	0%
Basic	0%	0%	1%
Below Basic	0%	2%	0%
Far Below Basic	0%	1%	0%
Algebra II	0%	1%	0%
Far Below Basic	0%	1%	0%
Geometry	47%	33%	47%
Advanced	0%	0%	1%
Proficient	0%	1%	0%
Basic	4%	5%	6%
Below Basic	24%	14%	28%
Far Below Basic	19%	13%	12%

Observations from Data
- Percentage of Below Basic students increased slightly in the Algebra and Geometry exam
- Forty percent of students in Geometry scored Below Basic or Far Below Basic
- In 2011-12, Sierra had one student take the Algebra II exam
- Far Below Basic level for Geometry decreased by seven points
- Two percent of Algebra students tested Proficient

Percent of Students in Each Science Proficiency Band

	2010-2011	2011-2012	2012-2013
Science			
Biology	49%	60%	65%
Advanced	1%	0%	2%
Proficient	3%	2%	4%
Basic	14%	14%	24%
Below Basic	11%	16%	15%
Far Below Basic	20%	28%	20%
Earth Science	47%	32%	24%
Advanced	2%	0%	0%
Proficient	5%	4%	7%
Basic	16%	9%	11%
Below Basic	16%	6%	5%
Far Below Basic	7%	13%	2%
Life Science	4%	9%	11%
Proficient	0%	1%	1%
Basic	2%	3%	2%
Below Basic	1%	2%	5%
Far Below Basic	1%	3%	2%

Observations from Data
- Biology had an increase in the percentage of students scoring Advanced or Proficient
- Earth Science had an increase in the percentage of students scoring Proficient
- Earth Science had a decrease in the percentage of students scoring Far below Basic

Percent of Students in Each Social Science Proficiency Band

	2010-2011	2011-2012	2012-2013
Social Science			
US History	96%	93%	92%
Advanced	1%	0%	1%
Proficient	5%	5%	6%
Basic	19%	17%	26%
Below Basic	20%	23%	25%
Far Below Basic	51%	48%	34%
World History	4%	7%	8%
Proficient	0%	1%	1%
Basic	1%	1%	3%
Below Basic	1%	1%	1%
Far Below Basic	2%	4%	5%

Observations from Data
- US History had an increase in the percentage of Basic students
- Percentage of Far Below Basic students decreased
- World History Bands stayed relatively stable with the exception of Far Below Basic

Sierra High School, WASC Focus on Learning Self-Study 2017

Percentage of Proficiency Bands in ELA by Language Fluency

	2010-2011	2011-2012	2012-2013
ELA			
Engl/Lang Arts Total	100%	96%	97%
EO			
Advanced	1%	0%	3%
Proficient	1%	5%	3%
Basic	10%	9%	8%
Below Basic	9%	8%	10%
Far Below Basic	21%	15%	8%
EL			
Basic	0%	6%	5%
Below Basic	12%	7%	14%
Far Below Basic	19%	13%	8%
IFEP			
Advanced	2%	0%	0%
Proficient	0%	2%	1%
Basic	4%	3%	3%
Below Basic	3%	6%	4%
Far Below Basic	1%	3%	3%
RFEP			
Proficient	3%	1%	2%
Basic	5%	13%	14%
Below Basic	3%	3%	7%
Far Below Basic	5%	1%	4%
CMA English Lang Arts	0%	4%	3%
EO			
Basic	0%	1%	1%
Below Basic	0%	1%	0%
Far Below Basic	0%	1%	0%
EL			
Below Basic	0%	1%	1%
Far Below Basic	0%	1%	1%

Observations from Data
- During the 2012-13 administration, more ELs scored in the BB or FBB level
- Overall EOs scored better than their language counterparts

Sierra High School, WASC Focus on Learning Self-Study 2017

Percentage of Proficiency Bands in Math by Language Fluency

	2010-2011	2011-2012	2012-2013
Math			
Algebra I	**53%**	**66%**	**52%**
EO			
Proficient	1%	0%	2%
Basic	4%	5%	2%
Below Basic	10%	9%	11%
Far Below Basic	7%	9%	7%
EL			
Proficient	1%	0%	0%
Basic	2%	1%	1%
Below Basic	10%	9%	9%
Far Below Basic	7%	10%	5%
IFEP			
Proficient	1%	0%	0%
Basic	1%	1%	2%
Below Basic	4%	5%	2%
Far Below Basic	1%	5%	1%
RFEP			
Basic	1%	1%	2%
Below Basic	1%	8%	8%
Far Below Basic	1%	2%	2%
Geometry	**47%**	**34%**	**48%**
EO			
Advanced	0%	0%	1%
Basic	2%	2%	4%
Below Basic	8%	5%	9%
Far Below Basic	8%	5%	0%
EL			
Basic	1%	0%	1%
Below Basic	6%	3%	5%
Far Below Basic	8%	3%	8%
IFEP			
Basic	0%	1%	0%
Below Basic	2%	3%	2%
Far Below Basic	1%	2%	2%
RFEP			
Proficient	0%	1%	0%
Basic	1%	2%	2%
Below Basic	7%	4%	13%
Far Below Basic	1%	2%	2%

Observations from Data
- Data from the CMA and Algebra II test were omitted due to the small number of tests
- EL students in Algebra I had a slight decrease in the Advanced and Proficient Bands
- EL student band percentages remained constant for the Geometry test

3. California High School Exit Exam

CAHSEE ELA Data

CAHSEE - AVERAGE ELA SCORE

	Total
■ Nov-13	331
■ Feb-14	344
■ Mar-14	336
■ Nov-14	341
■ Feb-15	337
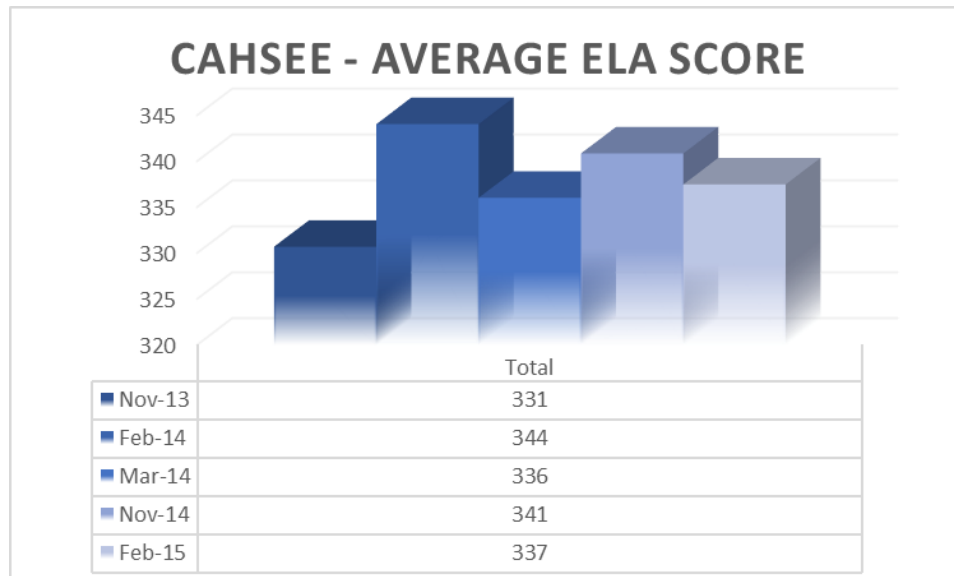
Observations from Data
- Average scale score remained relatively constant over two years of testing
- Average was slightly below the passing score of 350

CAHSEE - ELA SCORE BY ETHNICITY

	African American	Hispanic	Vietnamese	White
■ Nov-13		331		
■ Feb-14		343		373
■ Mar-14		336		332
■ Nov-14		341		
■ Feb-15		337		
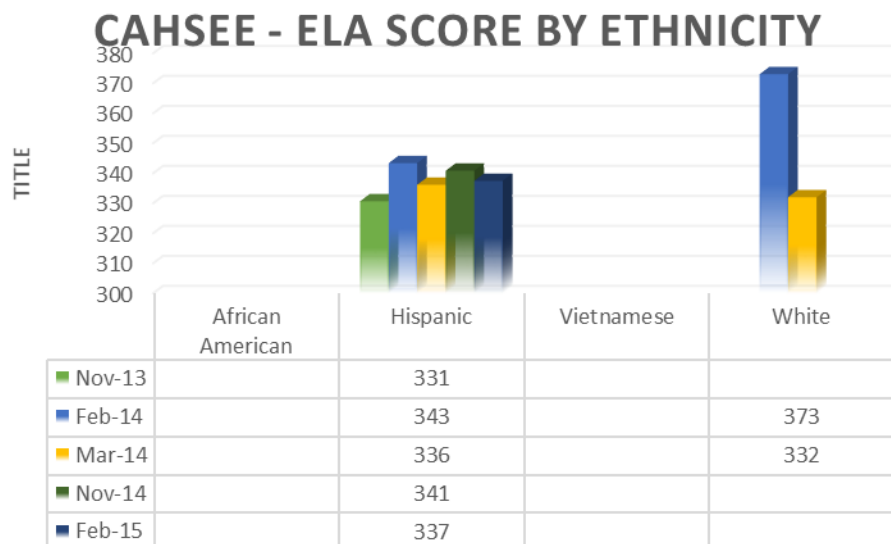
Observations from Data
- Average scores for the Hispanic subgroup increased slightly
- Average score for the White subgroup decreased approximately 40 points

Sierra High School, WASC Focus on Learning Self-Study 2017

CAHSEE - ELA Scores by Language Fluency

	EL	EO	IFEP	RFEP
Nov-13	327	327	364	347
Feb-14	335	348	317	368
Mar-14	326	334	322	357
Nov-14	336	347	314	351
Feb-15	334	344		324
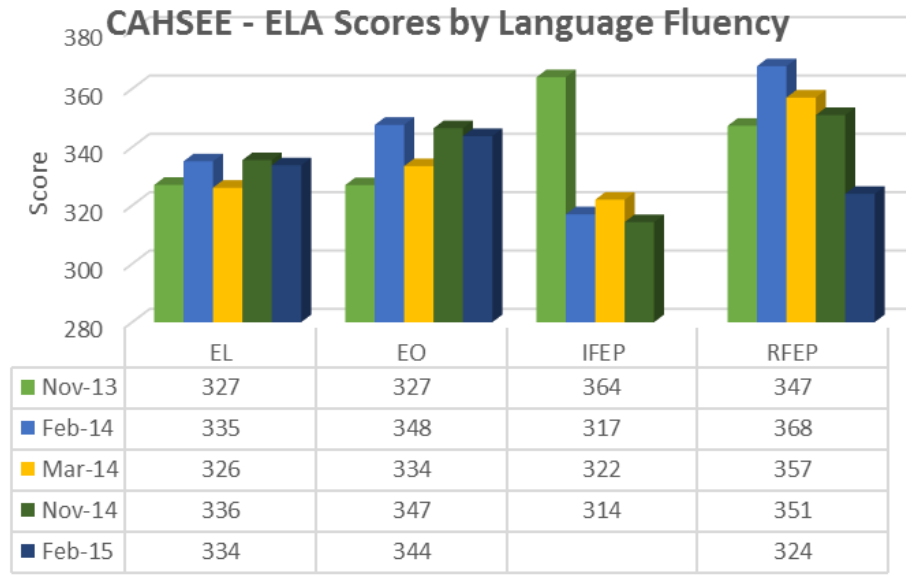
Observations from Data

- EL scores remained relatively constant
- EO scores increased slightly
- IFEP and RFEP score decreased over 10%

CAHSEE - ELA SCORES FOR SPED

	504	RSP
Nov-13		320
Feb-14	358	323
Mar-14	310	315
Nov-14	351	334
Feb-15		332
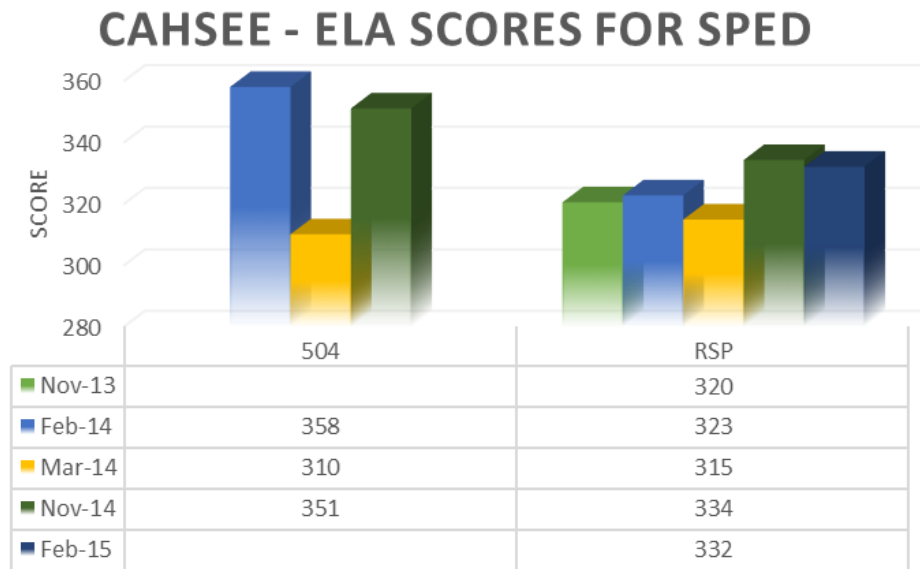
Observations from data

- RSP scores increased slightly
- Student scores with 504 accommodations remained above 350

Sierra High School, WASC Focus on Learning Self-Study 2017

CAHSEE - ELA SCORES WITHIN THE HISPANIC SUBGROUP

	EO	EL	IFEP	RFEP
		Hispanic		
Nov-13	327	327	364	347
Feb-14	346	335	317	368
Mar-14	334	326	322	357
Nov-14	347	336	314	351
Feb-15	344	334		324
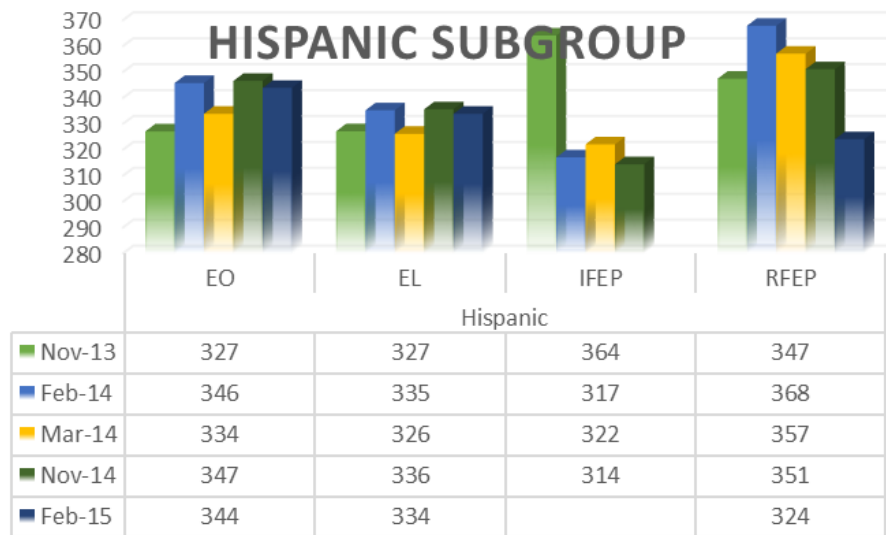
Observations from data
- EO and EL students student scores increased slightly
- IFEP and RFEP student scores decreased

CAHSEE Math Data

CAHSEE - AVERAGE MATH SCORE

	Total
Nov-13	339
Feb-14	343
Mar-14	341
Nov-14	340
Feb-15	345
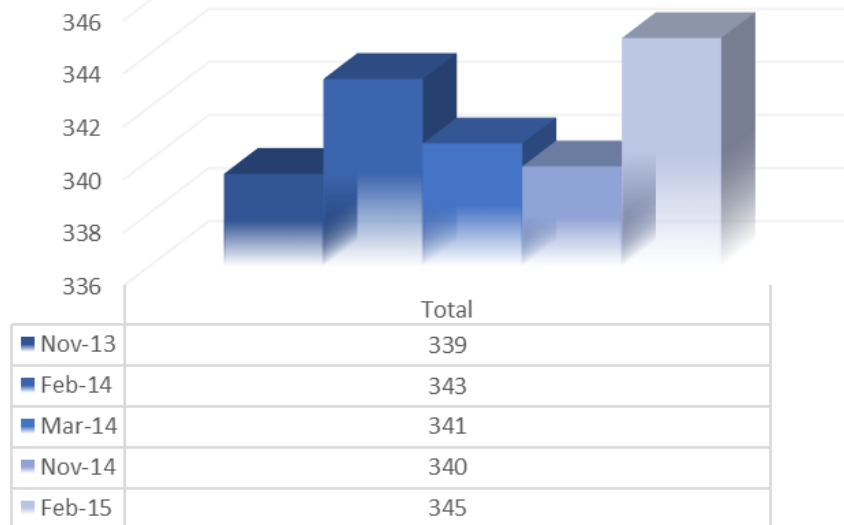
Observations from Data
- Average math score increased slightly

CAHSEE - MATH BY ETHNICITY

	African American	Hispanic	Vietnamese	White
■ Nov-13		339		
■ Feb-14		343	353	347
■ Mar-14		341		338
■ Nov-14	323	340		
■ Feb-15		345		
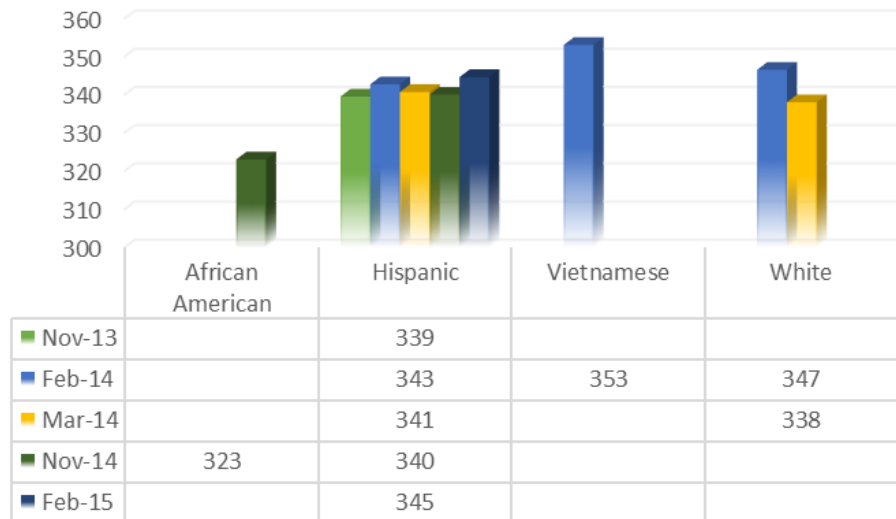
Observations from Data
- Overall Scale scores remained relatively constant
- White scores slightly decreased

CAHSEE - MATH SCORES BY LANGUAGE FLUENCY

	EL	EO	IFEP	RFEP
■ Nov-13	336	340	358	354
■ Feb-14	342	343	328	348
■ Mar-14	336	339	336	354
■ Nov-14	333	338	340	348
■ Feb-15	339	347		350
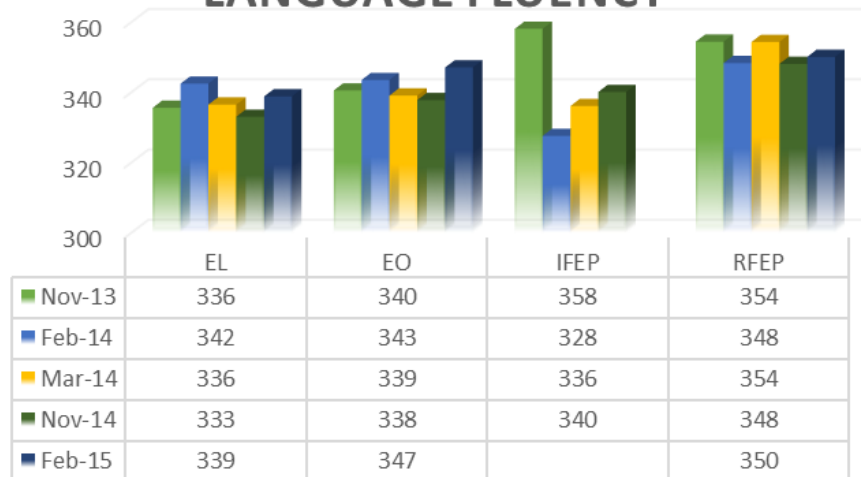
Observations from Data
- EL and EO students had small increases in their scale score
- IFEP and RFEP scores slightly decreased

Sierra High School, WASC Focus on Learning Self-Study 2017

CAHSEE - MATH SCORES FOR SPED

	504	RSP
■ Nov-13	346	337
■ Feb-14	361	345
■ Mar-14	319	327
■ Nov-14	343	339
■ Feb-15		
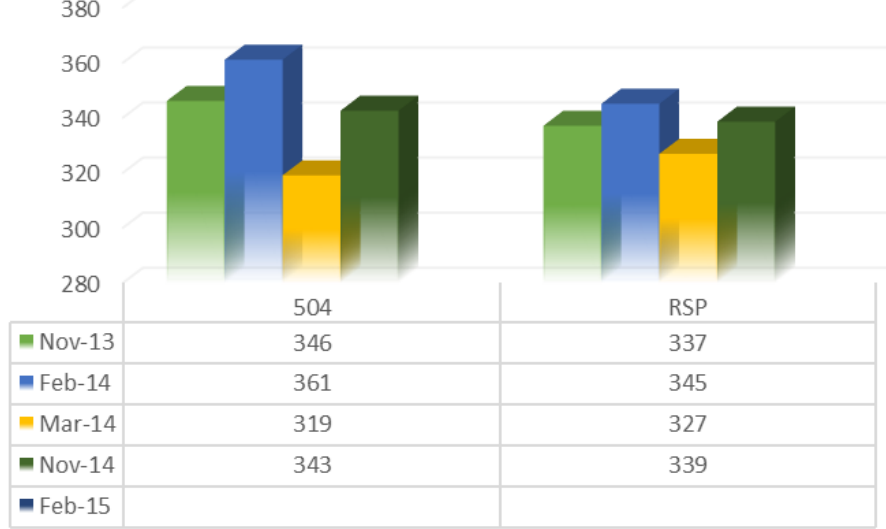
Observations from Data
- SpEd students scale scores showed small gains
- 504 plan students had a small decrease in scale scores

CAHSEE - MATH SCORES WTIHIN THE HISPANIC SUBGROUP

	EO	EL	IFEP	RFEP
		Hispanic		
■ Nov-13	340	336	358	354
■ Feb-14	343	342	305	348
■ Mar-14	339	336	336	354
■ Nov-14	339	333	340	348
■ Feb-15	347	339		350

Observations from Data
- With the exception of IFEP students, scores remained relatively consistent
- IFEP scores had a high level of volatility

Sierra High School, WASC Focus on Learning Self-Study 2017

4. Annual Yearly Progress

a. As mentioned previously, Sierra is not identified as a Program Improvement school. In 2014 Sierra met AYP goals. However in 2015, Sierra did not make AYP because of the participation rate in ELA testing. Included below is the 2016 APR Accountability Transitional Report from the CDE.

2016 APR Glossary-Accountability Transition Report

Student Groups	ELA Enrollment	ELA Number of Students Tested	ELA Rate	Math Enrollment	Math Number of Students Tested	Math Rate	Class of 2015 Graduation Rate
Schoolwide	116	114	98%	116	115	99%	90.86%
Black or African American	4	4	100%	4	4	100%	--
American Indian or Alaska Native	1	1	100%	1	1	100%	--
Asian	--	--	--	--	--	--	--
Filipino	2	2	100%	2	2	100%	100.00%
Hispanic or Latino	106	105	99%	106	105	99%	90.91%
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	3	2	67%	3	3	100%	90.00%
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	102	100	98%	102	101	99%	90.72%
English Learners	32	32	100%	32	32	100%	80.84%
Students with Disabilities	8	8	100%	8	8	100%	66.33%

5. CSU Early Assessment Program

In 2014-15, the EAP was not administered to juniors since this same group of students was already being assessed through CAASPP. Due to the fact that the Smarter Balanced Assessments incorporate college readiness/preparedness, there is no need to provide separate EAP results. Therefore, the CAASPP results will be used in lieu of EAP results. Below are the percentage of students that met or exceed standards by scoring a three or higher.

Early Assessment Program	% of 11th Grade students achieving a 3 or Higher	
	2014-2015	**2015-2016**
ELA	11%	21%
Math	0%	1%

6. Advanced Placement (AP):
Sierra is in the first year of offering an AP course, AP Human Geography.

a. API Data

2011 – 2013 API Data

	# of Students Included in 2011 API	2011 Base	# of Students Included in 2012 API	2012 Base	# of Students Included in 2013 API	2013 Base
Schoolwide	113	518	139	524	125	601
Black or African American	3		0		2	
American Indian or Alaska Native	0		0		0	
Asian	0		1		0	
Filipino	1		0		0	
Hispanic or Latino	103	518	132	522	121	602
Native Hawaiian or Pacific Islander	0		0		0	
White	6		3		2	
Two or More Races	0		3		0	
Socioeconomically Disadvantaged	87	527	114	530	117	601
English Learners	58	502	70	510	67	577
Students with Disabilities	4		4		3	

Observations from the data
- Sierra demonstrated significant growth from 2011-2013

b. Share of pupils that are college and career ready

(1) Currently, Sierra does not have a formal method of collecting enrollment data for graduates entering into Community college, armed forces or trade/technical school.

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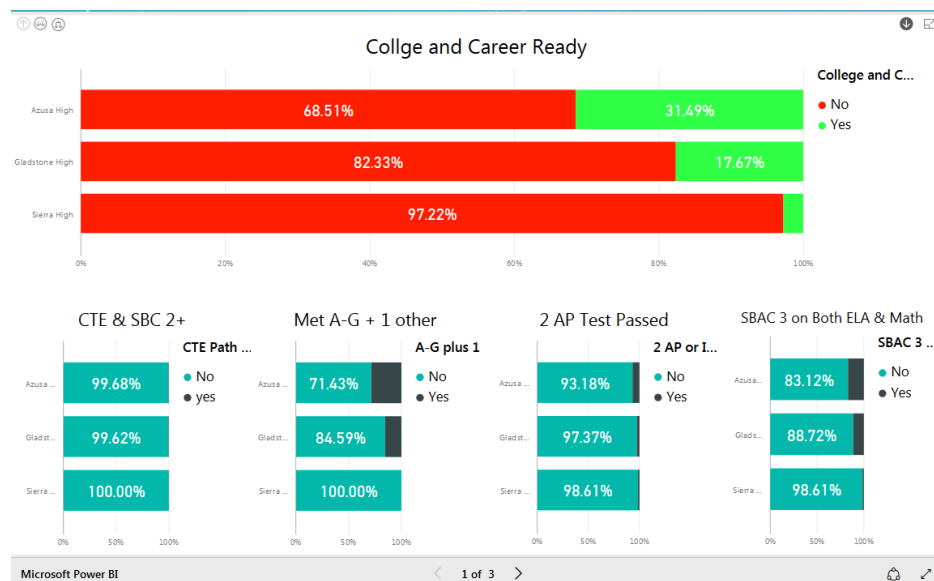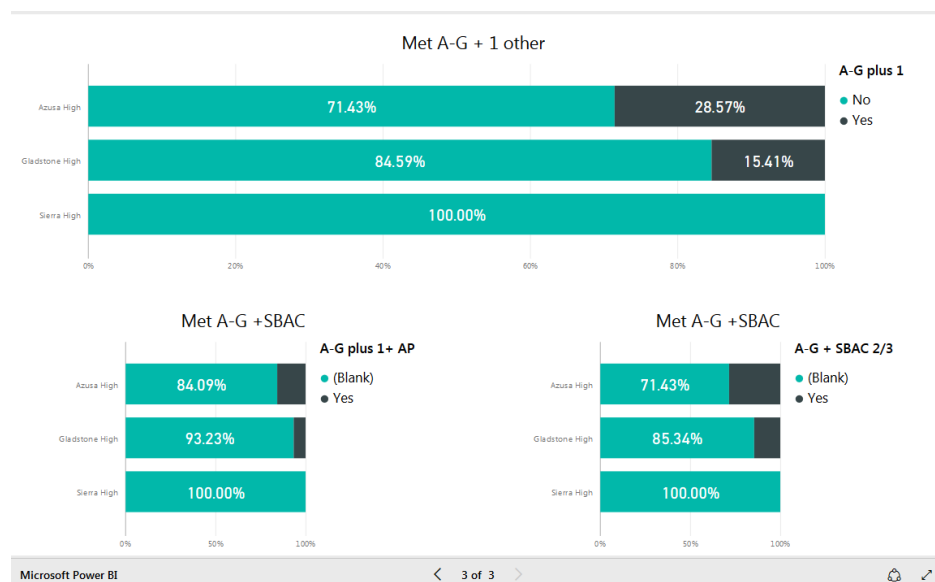
Observations from Data

- Data was obtained from the District Office and is intended to provide a measure of performance for College and Career Ready students while the state continues to develop the new Accountability System.
- Data shows that over 97% of Sierra students are not College and Career Ready, according to the District data designed to mimic the upcoming accountability system.
- 100% of Sierra students are not *a-g* +1

As previously mentioned, the focus of Sierra High School is to offer credit recovery for students so they can meet the District's graduation requirements.

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c. California English Language Development Test (CELDT)

English Language Learner (ELL) students at Sierra are monitored annually for English Proficiency using the State mandated California English Language Development Test (CELDT). CELDT contains four assessments – Reading, Writing, Speaking and Listening. Last year the percentage of Sierra students making progress towards English proficiency exceeded the District and state average.

CEDLT - PERCENTAGE OF STUDENTS BY PROFICIENCY

	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning
2013-2014	16%	47%	32%	3%	1%
2014-2015	13%	60%	27%	0%	0%
2015-2016	20%	63%	18%	0%	0%
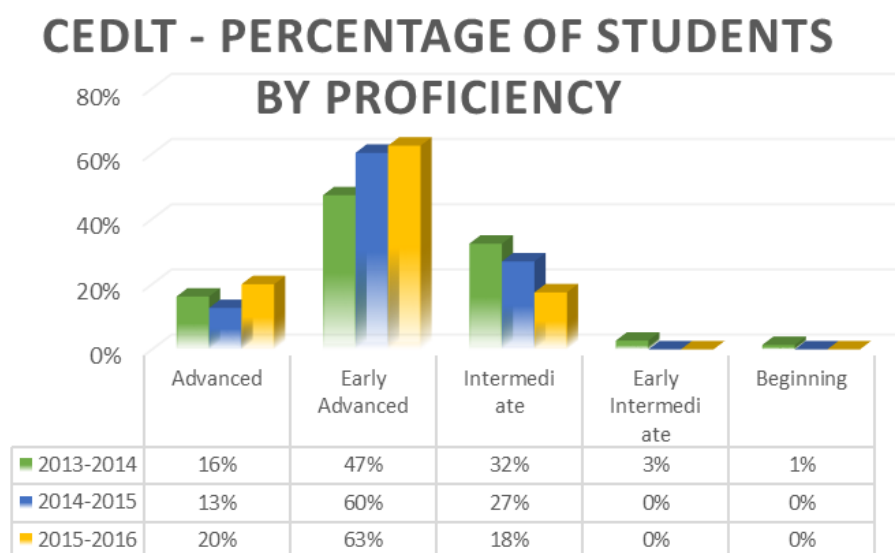
Observations from Data
- Percentage of students identified as Advanced and Early Advanced increased
- Percentage of students identified as Intermediate decreased
- Students identified as Early Intermediate and Beginning decreased to zero percent

d. Sierra High School's EL Reclassification rate by Total number and (% percent) and AMAOs

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Testers	66	65	41
Percent with Prior Year Data	100	100	100
Number in Cohort	66	65	41
Number Met	48	51	30
Percent Met	72.7	78.5	73.2
NCLB Target	59	60.5	62
Met Target	Yes	Yes	Yes

AMAO 2	Annual Growth					
	2013-14		2014-15		2015-16	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less than 5	5 or More	Less than 5	5 or More	Less than 5	5 or More
Number in Cohort	0	66	0	65	0	41
Number Met		42		46		27
Percent Met		63.6		70.8		65.9
NCLB Target	22.8	49	24.2	50.9	25.4	52.8
Met Target		Yes		Yes		Yes

Observations from Data
- Sierra met the NCLB target for AMAO 1 and AMAO 2 for the years 2013-2016
- Based on the AMAO 1 data, 73.2% of students made annual progress on learning English
- Based on AMAO 2 65.9 % of students tested proficient or above

2015-2016

School	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Sierra High	199	41 (20.6 %)	84 (42.2 %)	20 (29.9 %)
District Total:	8,900	2,618 (29.4 %)	2,483 (27.9 %)	484 (16.3 %)
County Total:	1,523,212	346,469 (22.7 %)	422,660 (27.7 %)	38,949 (11.1 %)
State Total:	6,226,737	1,373,724 (22.1%)	1,291,197 (20.7%)	155,774 (11.2%)

2014-2015

School	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Sierra High	211	67 (31.8 %)	72 (34.1 %)	4 (6.1 %)
District Total:	9,277	2,963 (31.9 %)	2,404 (25.9 %)	354 (11.6 %)
County Total:	1,539,260	349,878 (22.7 %)	432,585 (28.1 %)	51,500 (13.9 %)
State Total:	6,235,520	1,392,263 (22.3%)	1,279,865 (20.5%)	154,959 (11.0%)

2013-2014

School	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Sierra High	216	66 (30.6 %)	73 (33.8 %)	5 (6.0 %)
District Total:	9,566	3,057 (32.0 %)	2,486 (26.0 %)	365 (11.3 %)
County Total:	1,552,704	369,289 (23.8 %)	435,748 (28.1 %)	50,197 (13.2 %)
State Total:	6,236,672	1,413,549 (22.7%)	1,273,561 (20.4%)	169,573 (12.0%)

Observations from Data
- In 2013-15 Sierra's reclassification rate was almost half of the Districts.
- In 2015-16, Sierra's reclassification rate exceed the District, County and State Average

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e. Students prepared for the EAP program.

In 2014-15, the EAP was no longer being administered to juniors since this same group of students was already being assessed through CAASPP. Due to the fact that the Smarter Balanced Assessments incorporate college readiness/preparedness, there is no need to provide separate EAP results. Therefore, the CAASPP results will be used in lieu of EAP results. Below are the percentage of students that met or exceed standards by scoring a three or higher.

Early Assessment Program	% of 11th Grade students achieving a 3 or Higher	
	2014-2015	**2015-2016**
ELA	11%	21%
Math	0%	1%

f. Other Pupil Outcomes

(1) AR Grade Equivalent Reading Level for 11th and 12th grade students

11th Grade Reading Level

	2015-16		2016-17	
Grade Equivalent	#	%	#	%
1st - 5th	45	48	28	39
6th	19	20	14	20
7th	16	17	14	20
8th	4	4	8	11
9th	2	2	3	4
10th	2	2	1	1
11th	0	0	1	1
12th	5	5	2	3
Total	93	100	71	100

Observations from Data
- In 2016-17 79% of juniors are reading at or below the 7th grade level
- Four percent of juniors are reading at or above grade level
- Thirty-nine percent of juniors are reading at or below the 5th grade level

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12th Grade Reading Level

Grade Equivalent	2015-16		2016-17	
	#	%	#	%
1st - 5th			30	34
6th			19	22
7th			16	18
8th			10	11
9th			2	2
10th			2	2
11th			2	2
12th			6	7
Total	0	0	87	100

Observations from Data
- Twelve grade data is unavailable for the 2015-16 school year
- Seventy-four percent of seniors are reading at or below the 7th grade level
- Seven percent of seniors are reading at grade level

(2) Other Assessments

Percentage of Fs Given for Juniors by Trimester

	0	1	2	3	4	5	6
				11			
■ 1	42%	17%	13%	9%	9%	7%	3%
■ 2	33%	23%	13%	11%	9%	7%	3%
■ 3	44%	23%	11%	9%	7%	2%	6%
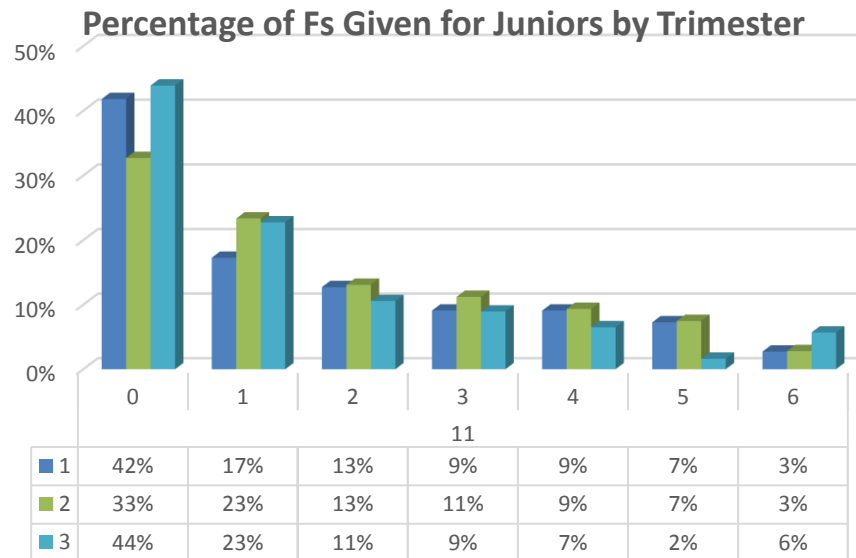
Observations from Data
- Between 42% and 44% of juniors earned 30 credits
- Between 39% and 47% of juniors earned 15-25 credits
- Between eight percent and 10% of juniors earned five credits or less

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Percentage of Fs Given for Seniors by Trimester

	0	1	2	3	4	5	6
■ 1	64%	13%	10%	6%	0%	3%	5%
■ 2	65%	10%	7%	3%	6%	5%	3%
■ 3	57%	16%	8%	5%	6%	3%	5%
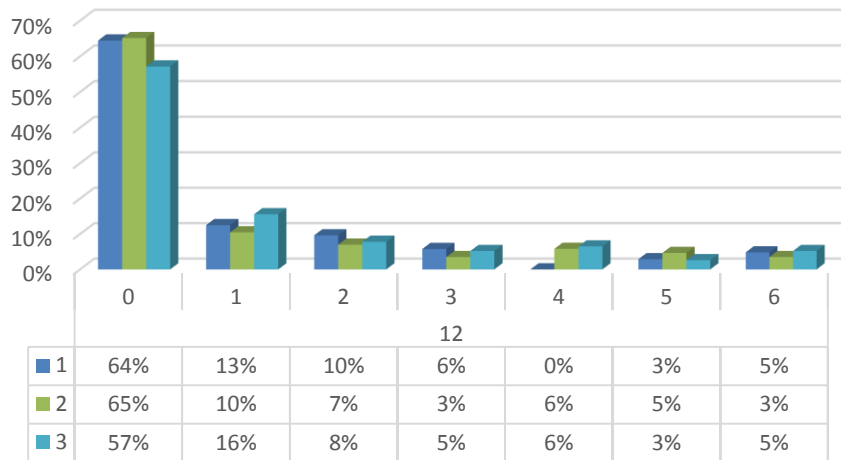
Observations from Data
- Between 57% and 64% of seniors earned 30 credits
- Approximately 30% of seniors earned 15-25 credits
- Eight percent of seniors earned five credits or less

(3) Grade Analysis for 2015-16 by Trimester

ELA D AND F PERCENTAGE BY TRIMESTER AND YEAR

	English Elect 1	English Elect 2	English Elect 3	English I 1	English I 2	English I 3	English II 1	English II 2	English II 3	English III 1	English III 2	English III 3	ERWC 1	ERWC 2	ERWC 3
■ 2014-2015				63	69	63	42	95	74	81	84	83	50	47	39
■ 2015-2016	8	12	17	76	69	78	66	80	75		84	70	19	34	40
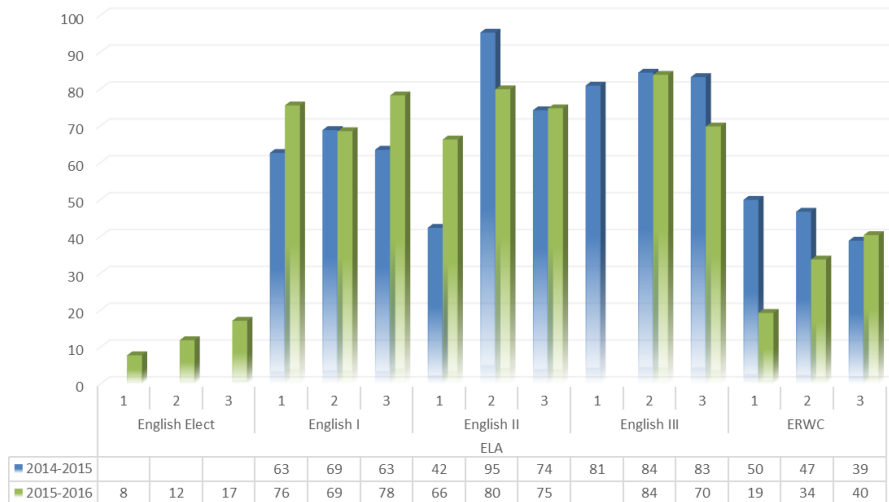
Observations from Data
- All ELA I, II, and III courses have a minimum of 66% D and F rate
- ERWC, our senior ELA course has the lowest D and F rate
- For the past two years, ELA III is not offered trimester one

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- ELA elect has a steady increase of D and F grades

MATH D AND F PERCENTAGE BY TRIMESTER AND YEAR

	1	2	3	2	3	3
	Integrated Math I			Integrated Math II		Math Bridge
				MATH		
2014-2015						61
2015-2016	30	51	43	26	47	43
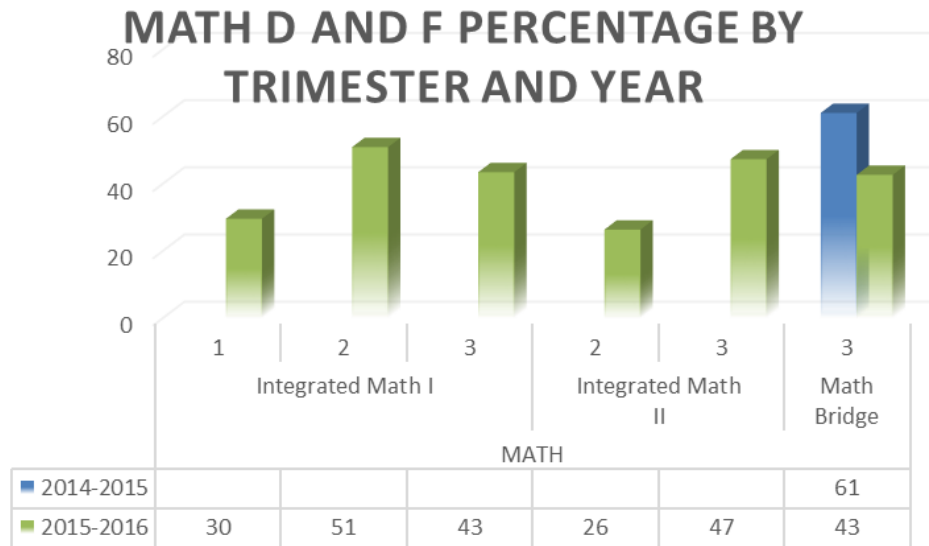
Observations form Data
- Integrated I and II have a similar rate increase over two consecutive trimesters

SCIENCE D AND F %

	3	1	2	3	1	2	3
	Anatomy/Physiol	Biology			Intro Earth Sci		
				SCIENCE			
2014-2015	35	38	62		33	36	40
2015-2016		45	48	56	9	46	55
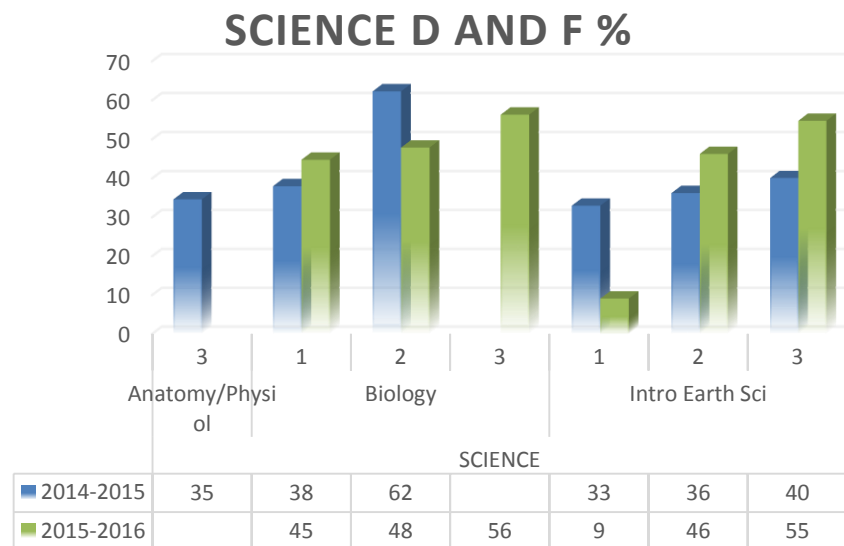
Observations from Data
- The D and F rate in Biology has increased steadily in 2015-16
- Earth Science had a steadily increasing D and F rate in both years

SOCIAL SCIENCE D AND F %

	Economics			Us Govt			Us History			World History		
	1	2	3	1	2	3	1	2	3	1	2	3
SOCIAL SCIENCE												
2014-2015	46	44		48	45	67	52	53	63	53	60	56
2015-2016	50	57	75	16	44	55	36	72	67	35	77	
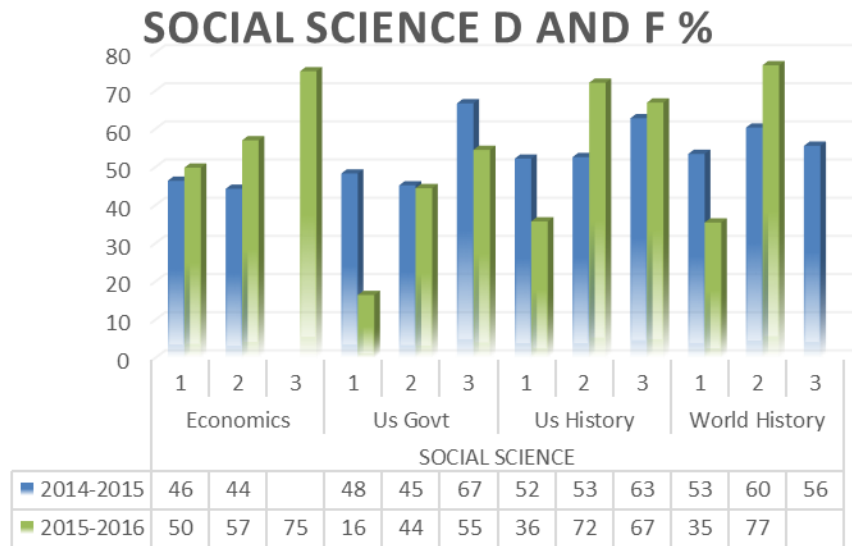
Observations from Data
- D and F rate increases throughout the year in US History and US Government
- Third trimester Economics D and F rate was 75%

ASL D AND F PERCENTAGE BY TRIMESTER AND YEAR

	Rop Amer Sgn Lng	Rop ASL I		
	WORLD LANGUAGE 3	WORLD LANGUAGE 1	WORLD LANGUAGE 2	WORLD LANGUAGE 3
2014-2015	0	0	4	
2015-2016		8	0	0
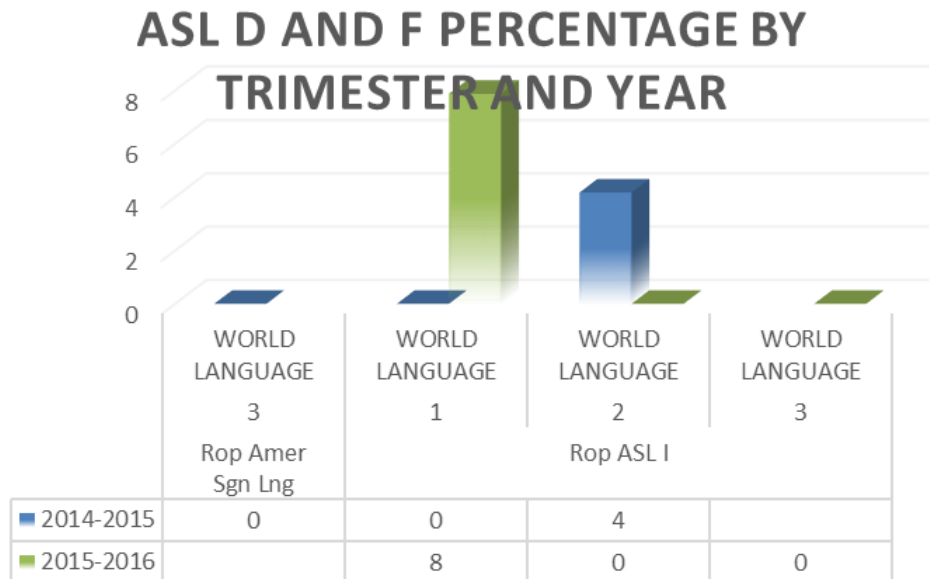
Observations from Data
- D and F rate for ASL is below 10%

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ART D AND F PERCENTAGE BY TRIMESTER AND YEAR

	1	2	3	1	2	3	1	2	3
	ART	ART		ART			ART		
	Advanced Art	Exploring Art		Intro Ceramics			Intro To Art		
■ 2014-2015	13	0	19	0	6	0	5	11	12
■ 2015-2016		6					7		6
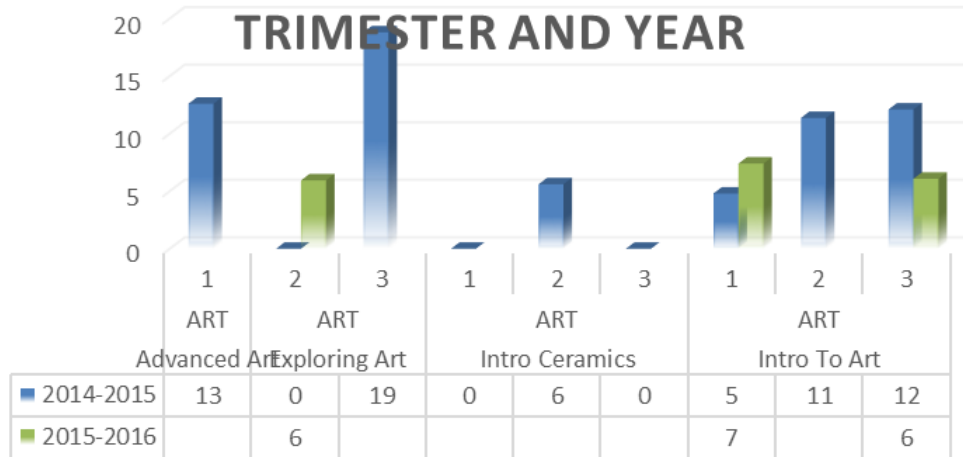
Observations from Data
- Art courses had D and F rate below 20%

ELECTIVE D AND F PERCENTAGE BY TRIMESTER AND YEAR

	1	2	3	2	3	1	2	3
	ELECTIVE			ELECTIVE		ELECTIVE		
	Leadership			Study Skills		Yearbook		
■ 2014-2015	0	0	5	54	50		0	7
■ 2015-2016	5	8	7			6	17	
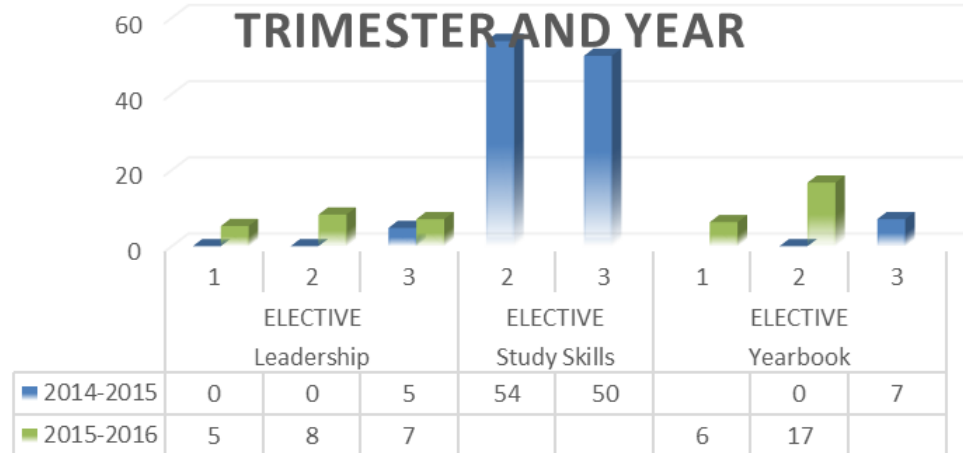
Observations from Data
- Leadership and Yearbook had D and F rate below 20%

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CTE/ROP D AND F PERCENTAGE BY TRIMESTER AND YEAR

	CTE College Studies	CTE Rop Early Child			CTE Rop Ems			CTE Rop Law: Admin of		
	3	1	2	3	1	2	3	1	2	3
2014-2015	47				0	0	0	32	41	29
2015-2016	40	6	10	25				38	36	40
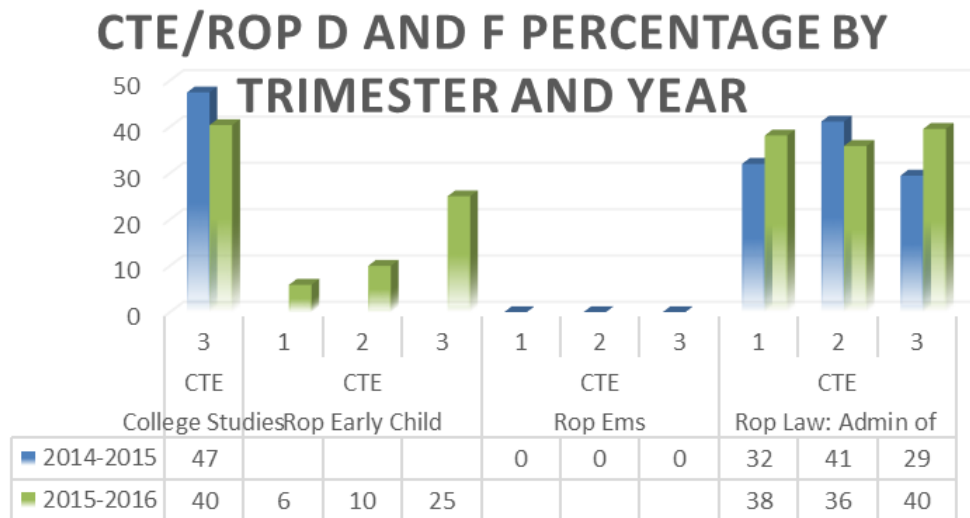
Observations from Data
- College Studies, had a 40% D and F rate in 2015-16
- ROP Law class had a relatively consistent D and F rate

3. Engagement Indicators

Sierra makes an effort to involve parents and guardians in all aspects of their students' education. Important communication goes out using Blackboard, the automated phone and email system that reaches everyone, and is available in English and Spanish. Additionally, all AUSD parents and guardians have access to Aeries (online/web-based student information system), which gives parents/guardians real time access to the following information as it relates to their child:

- Daily Attendance
- Class/Teacher with an email link to the teacher
- Contact and Emergency Contact information
- Report Card information
- Health/Immunization information
- District and State Standardized test scores
- Class assignment grades (Secondary Only)
- Unofficial Transcript (Secondary Only)
- Graduation Requirements (Secondary Only)

In conjunction with Aeries, Black Board Connect is a web based program that sends automated notifications nightly to parents and guardians to provide information on their student's attendance for that day. In addition, Sierra uses Black Board Connect to inform parents, via text message, Twitter, emails, and phone calls about school events, grading periods, and important parent meetings.

Every attempt is made to involve parents to the school. However, due to the transient nature

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of continuation schools it is a challenge to maintain consistent parent involvement. This holds true with any parent group. Currently, Sierra does not have a Parent, Teacher, and Student Association (PTSA). Sierra has made an effort over the last six years to encourage stakeholder attendance and engage parents during Back-to-School and Open House nights, by providing snacks, coffee, and ASB sponsored sales of beverages and candy for families. One of our most effective methods of engaging community and parents is the personal connection our Community Liaison has with parents and stakeholders. She reaches out to parents on a regular basis and keeps them informed of upcoming events such as Superintendents Round Table, DELAC, ELAC, coffee with the principal, parent information forums, SSC, community outreach programs, and Families In Schools. In an effort increase parent awareness of Sierra's academic program and change the community perception (LCAP 4), our community liaison has teamed up with other liaisons from the two comprehensive high schools and the nearby middle and elementary schools in an attempt to bring them and their parents to our campus to meet the staff and visit classrooms.

Parents are able to attend multiple DELAC, ELAC and Families in Schools meetings each year along with coffee with the principal. Coffee with the principal is held twice a month on Thursdays. Parents are able to check the schools websites for upcoming information. In addition, AUSD has recently launched a new app that will allow parents who have children at multiple schools the ability to connect to all of their child's school's website. Notifications are publicized on the AUSD website. Additionally, parent(s) and/or guardians are always invited to attend their child's Individualized Educational Program (IEP) meeting. Parent/guardian input is imperative to student success and achievement.

Foster youth at Sierra are given the option to invoke Assembly Bill 216 or AB 1806 (if they meet the requirements), which allows them to graduate by completing minimum state requirements.

Most importantly, Sierra maintains an open door policy for all stakeholders.

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Attendance Rate

ATTENDANCE RATE

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
2013-2014	89%	89%	88%	87%	86%	88%	88%	85%	88%	89%
2014-2015	91%	89%	90%	86%	87%	90%	93%	88%	85%	81%
2015-2016	92%	91%	92%	89%	90%	91%	90%	90%	91%	86%
2016-2017	92%									

■ 2013-2014   ■ 2014-2015   ■ 2015-2016   ■ 2016-2017
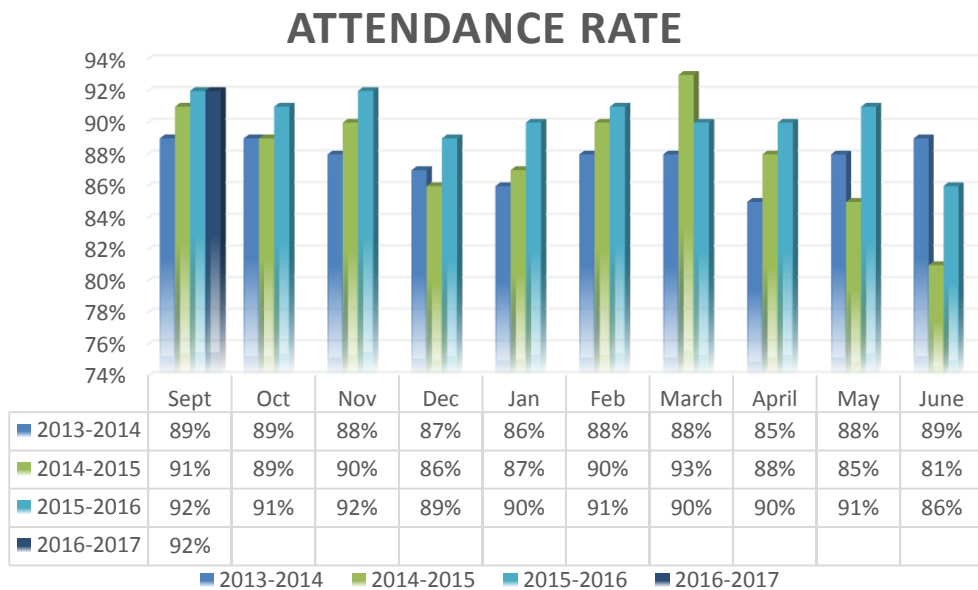
Observations from Data
- With the exception of March 2015, attendance rates increased from 2014-15 to 2015-16
- Attendance rates per month remain relatively constant

CHRONIC ABSENTEE RATE

	2013-14	2014-15	2015-16	2016-17
■ 10th	0	0	0	0
■ 11th	0	3	6	5
■ 12th	3	5	6	13
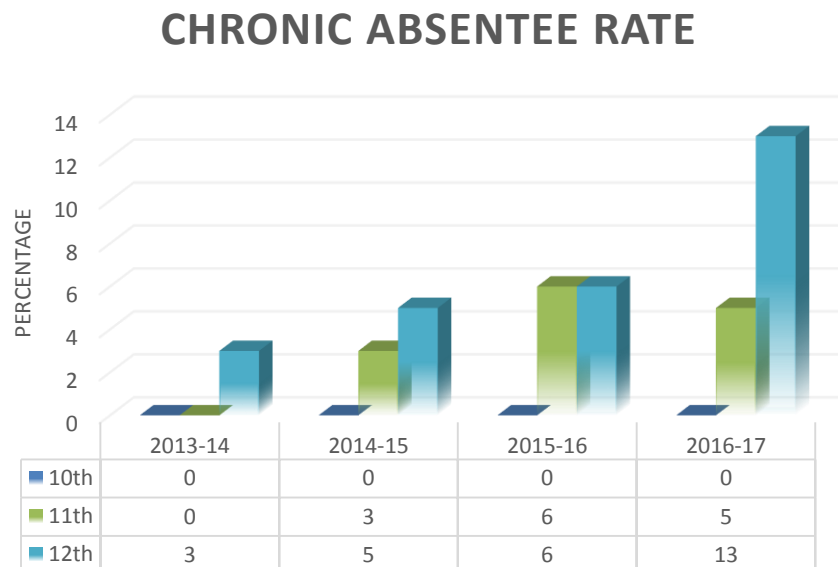
Observations from Data
- Chronic absenteeism has increased from last year for 12th grade students
- Chronic absenteeism for 11th grade students slightly decreased from last year

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TARDINESS RATE

	Unexcused Days	1st Period Unexcused	1st Period Tardies
2013-2014	11%	18%	17%
2014-2015	10%	19%	17%
2015-2016	7%	12%	18%
2016-2017	5%	9%	13%
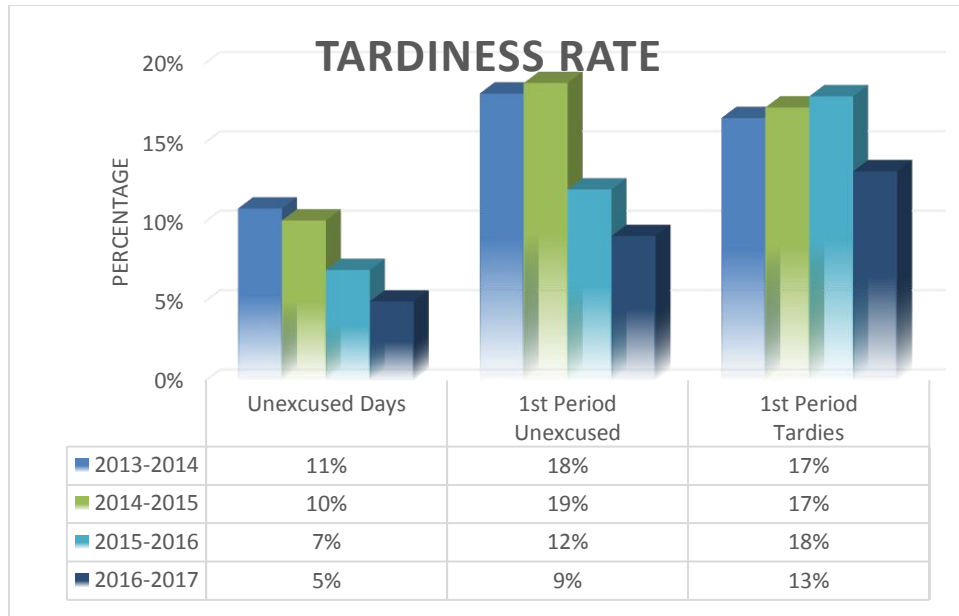
Observations from Data

- First period tardies have decreased four percent over the last four years
- First period unexcused absences have been cut in half
- The percent of unexcused days has decreased by more than half

ATTENDANCE INTERVENTIONS

	SART	SARB	Student Recovery Day	DA Referral	Home Visits (Ave. per Year)	Phone Calls (Ave. per Week)
2014-15	2	5	9	3	50	65
2015-16	4	5	18	2	70	80
2016-17	2	2	10	0	40	85
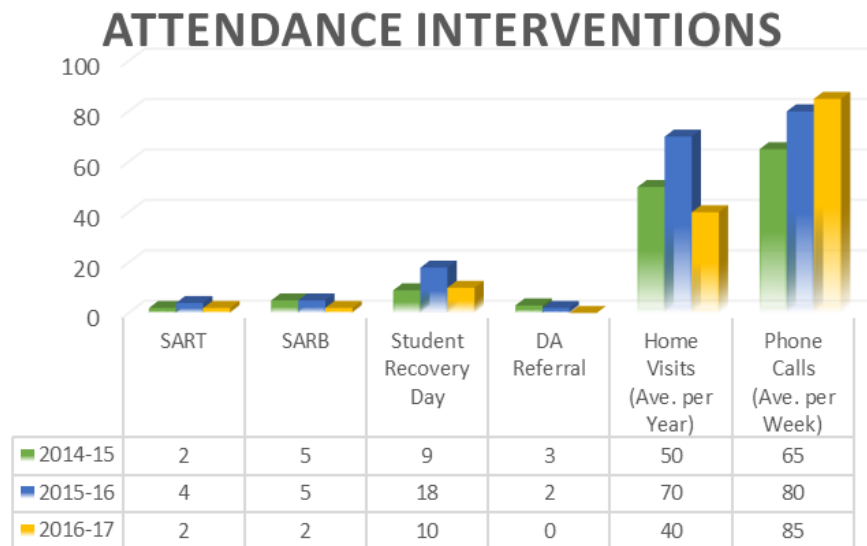
Observations from Data

- The number of home visits, Student Recovery Day, and phone call interventions increased from 2014-15 through 2015-16
- 2016-17 intervention are as of January 2017

Graduation Rate: Sierra High School compared with AHS, GHS and District Average

GRADUATION RATE

	2012-2013	2013-2014	2014-2015	2015-2016
AHS	96.5	94.9	92	95.2
GHS	97.3	95.9	96.8	96.1
SHS	87.2	80.4	85.9	85.1
DISTRICT	94.6	93.4	93.3	94.4
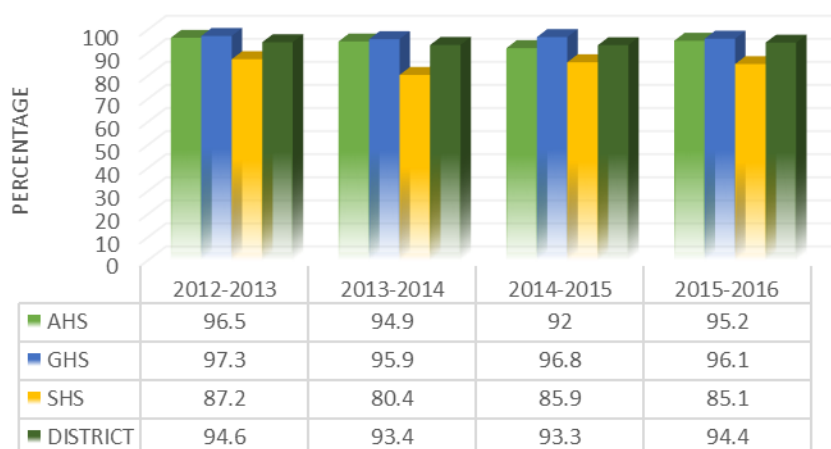
Observations from data
- The data presented does not match the SARC data. After lengthy conversations with our technology/information department it was determined that the data presented above includes all senior students that were enrolled throughout the year. Students that returned to their home school or transferred to another district were not removed from the count

Dropout and Graduation Rate

	Dropout Rate	Sierra High School	Azusa Unified	CA	Grad. Rate	Sierra High School	Azusa Unified	CA
2011-12		6	6	11		93	93	80
2013-14		7	7	12		90	90	81
2014-15		5	5	11		91	91	82
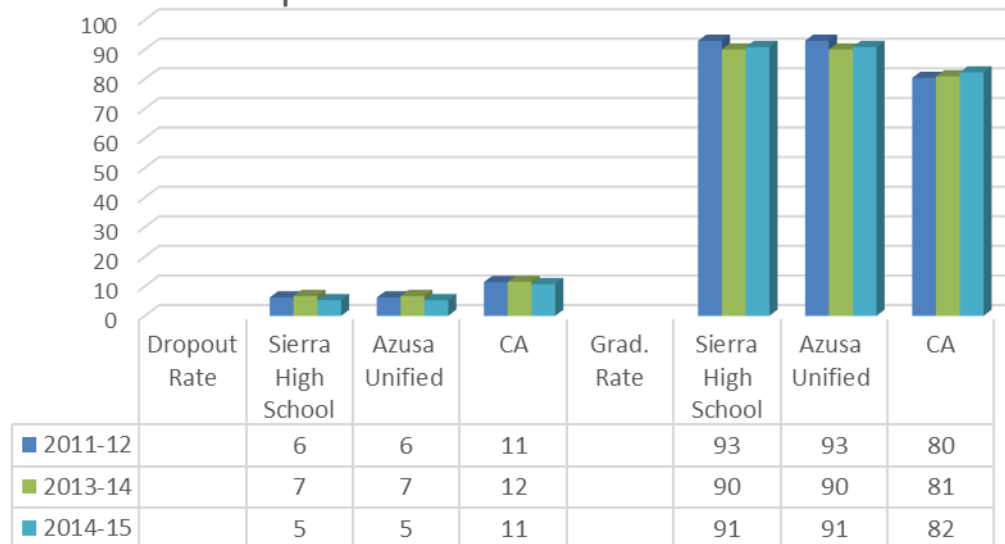
Observations from Data
- Graduation Rate and Dropout Rate chart from the SARC that accounts for inter/intra district transfers.
- Graduation rate for SHS had a slight decrease over the three year period
- Sierra slightly decreased the number of students that dropped out

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Suspension Rate

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State Suspension Rubric
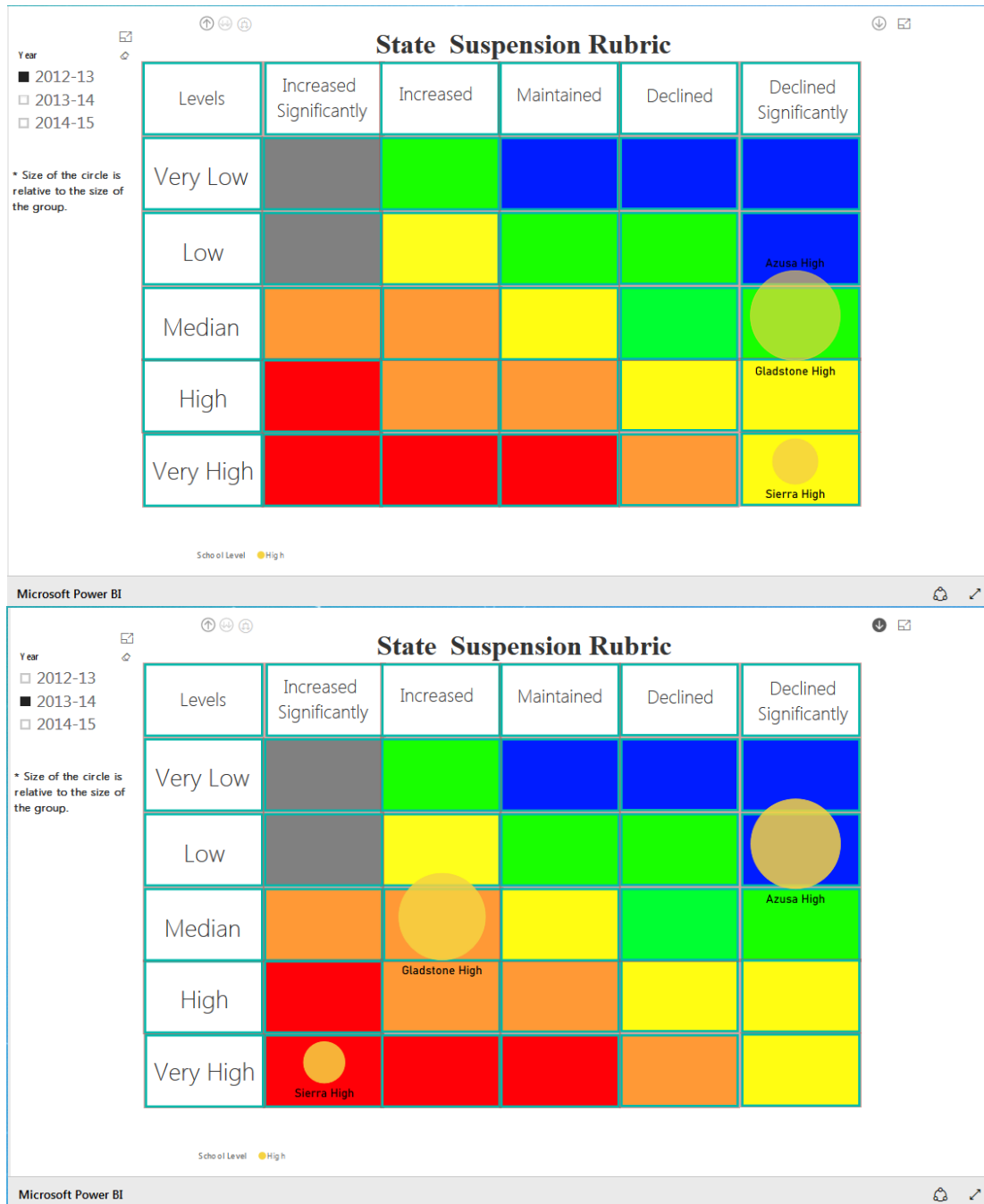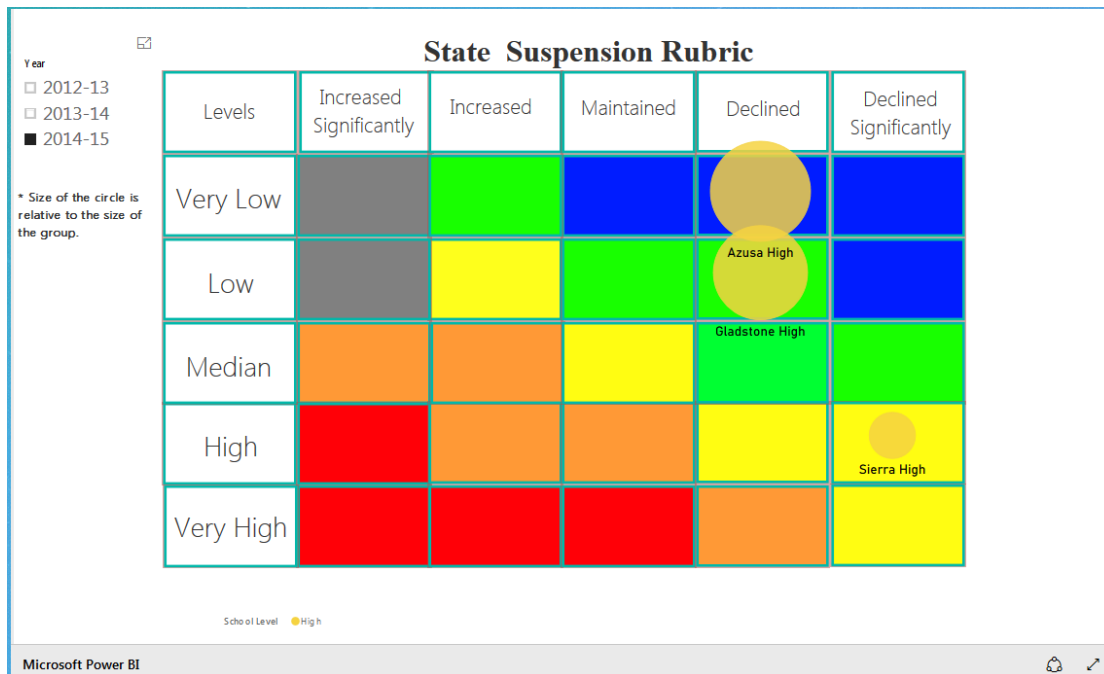
Observations from Data
- The tables above were obtained from the District Office and are intended to mimic the upcoming new accountability system
- The tables indicate that in 2014-15, Sierra significantly declined the suspension rate based upon the three year average

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2015 -16

School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Sierra High	1931765			13	4.6	0	0
Azusa High	1930528			3	0.2	0	0
Gladstone High	1933449			6	0.5	4	0.3

2014-15

School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Sierra High	1931765	211	279	22	7.9	0	0
Azusa High	1930528	1,393	1,543	1	0.1	0	0
Gladstone High	1933449	1,217	1,342	15	1.1	0	0

2013-14

School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Sierra High	1931765	216	274	38	13.9	1	0.4
Azusa High	1930528	1,399	1,552	10	0.6	1	0.1
Gladstone High	1933449	1,296	1,380	33	2.4	2	0.1

Observations from Data
- From 2013-16 Sierra's suspension rate decreased from 13.9 to 4.6
- From 2013-16 only one student was expelled

Parent surveys were provided at the Report Card Night in Fall 2016. Approximately 17% of parents completed the surveys. Parents indicated an overwhelmingly positive response to Sierra as implied by *all* questions answered by parents agreeing at 83% or higher.

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Fall 2016-17 Parent Survey

2016-2017 Parent Survey	AGREE #s	AGREE %	DISAGREE #s	DISAGREE %
1. Students are involved in challenging learning experiences at SHS.	26	87%	4	13%
2. SHS regularly communicates student achievement to parents.	30	100%	0	0%
3. SHS prepares students to pursue education and career goals beyond high school.	29	97%	1	3%
4. SHS provides a nurturing learning environment.	26	87%	4	13%
5. School culture is characterized by high expectations.	26	87%	4	13%
6. School discipline is fair and consistent.	26	87%	4	13%
7. School grounds and facilities are clean and orderly.	28	93%	2	7%
8. Students are comfortable asking staff for help with problems.	26	87%	4	13%
9. Students have a sense of belonging at SHS.	26	87%	4	13%
10. The administration provides good leadership that focuses on student achievement.	27	90%	3	10%
11. School leadership employs a wide range of strategies to encourage parental involvement.	27	90%	3	10%
12. My student receives appropriate support to help ensure academic success.	26	87%	4	13%
13. The teachers at SHS are well prepared and act professionally.	25	83%	5	17%
14. I am comfortable with the school's efforts to communicate with me.	27	90%	3	10%
15. I understand the graduation requirements.	28	93%	2	7%
16. My student is receiving good preparation for State tests.	27	90%	3	10%
17. Teachers provide sufficient and timely feedback on student achievement.	28	93%	2	7%
18. Teachers assign a variety of activities such as presentations, projects, group work, and written assignments.	25	83%	5	17%
19. Teachers provide the instruction to develop academic skills such as writing, reading comprehension, and research.	28	93%	2	7%
20. Students receive appropriate Math instruction.	26	87%	4	13%
21. Students receive appropriate English instruction.	28	93%	2	7%
22. Students receive appropriate Social Science (U.S. History, World History, etc.) instruction.	25	83%	5	17%
23. Students receive appropriate Physical Education instruction.	26	87%	4	13%
24. Students receive appropriate Science (Earth, Biology) instruction.	25	83%	5	17%
25. Students have the necessary preparation to pass CAHSEE.	28	93%	2	7%
26. Teachers provide enough time to complete assignments.	30	100%	0	0%
27. The grading systems used by teachers are fair, and understood by students.	29	97%	1	3%
28. I am able to communicate effectively with teachers, counselors and administration.	28	93%	2	7%
29. I am aware of opportunities for parent involvement at SHS.	29	97%	1	3%
30. Parents have sufficient opportunities to learn about the teaching and learning process at SHS.	27	90%	3	10%
31. I feel my student is safe on the SHS campus.	29	97%	1	3%
32. Relationships between students and teachers are positive.	28	93%	2	7%
33. The Expected Schoolwide Learning Results reflect the skills that are needed for success in today's world.	28	93%	2	7%

Findings:

- Parents agreed **100%** that**:** SHS regularly communicates student achievement to them and they have sufficient opportunities to learn about the teaching and learning process at SHS
- Parents agreed **97%** that**:** SHS prepares students to pursue education and career goals beyond high school, the grading systems used by teachers are fair, and understood by students, and feel their child is safe on the SHS campus
- Parents agreed **93%** that: School grounds and facilities are clean and orderly, they understand the graduation requirements, believe teachers provide sufficient and timely feedback on student achievement, feel their child receives appropriate English instruction, believe their child has the necessary preparation to pass CAHSEE, feel they are able to communicate effectively with teachers, counselors and administration, express relationships between students and teachers are positive and feel the expected school-wide learning results reflect the skills that are needed for success in today's world
- Parents agree **90%** that: The administration provides good leadership that focuses on student achievement, the school leadership employs a wide range of strategies to encourage parental involvement, they are comfortable with the school's efforts to communicate with them, their child is receiving good preparation for state tests, they have sufficient opportunities to learn about the teaching and learning process at SHS

Certificated staff surveys were conducted in several areas. All certificated responded. For purposes of clarity and brevity, all responses of Strongly Agree or Agree as well as Strongly Disagree or Agree were combined into one category response.

Staff Survey 2016-17

Learning for All Students

Question	% Agree	% Disagree	% N/A
1. Our staff applies the CA Content Standards in their classroom instruction regularly	80	7	13
2. Our staff applies the CCSS (Common Core) in their classroom instruction regularly.	87	7	7
3. Our staff works in grade level/subject groups to discuss the effective application of standards.	93	0	7
4. Our staff has identified activities and strategies to help students achieve standards.	100	0	0
5. Our staff has established and adheres to high achievement standards for all students	74	27	0
6. Our teaching staff continually focuses on improving curriculum and instruction to meet all students needs	93	7	0
7. Our teachers regularly review data to monitor and improve student progress	73	20	7
8. Our school routinely encourages students and their parents to set high goals for their future	93	7	0
9. Our school offers interventions to meet needs of struggling students	86	13	0

Learning Environments

Question	% Agree	% Disagree	% N/A
1. Our school is a friendly, pleasant place to work.	93	7	0
2. Student behavior expectations are clearly communicated to staff, students, and parents.	64	36	0
3. Our school is orderly and well disciplined.	50	50	0
4. Our school facilities are clean and in good repair.	72	28	
6. Adults on our campus treat students with respect.	93	7	0
7. Adults on our campus treat other adults with respect.	78	22	0
8. Our staff monitors and works to improve student attendance.	93	7	0

Quality Staff

Question	% Agree	% Disagree	% N/A
1. Our staff members are held to high expectations and professional standards.	86	14	0
2. Our staff is kept current regarding effective teaching strategies or job performance standards.	93	0	7
3. Our staff returns parent phone calls or responds to parent e-mails in a timely manner.	86	7	7
4. Our staff provides quality service to students, staff, and parents.	93	7	0
5. Our PLC meetings focus primarily (50%+) on curricular and instructional improvement and achievement.	86	7	7
6. Our staff meetings are meaningful, productive, and efficient.	93	7	0
7. I have access to staff development to improve my job skills.	93	7	

School, Home Partnerships and Communication

Question	% Agree	% Disagree	% N/A
1. Our teachers regularly inform students and parents about academic achievement.	100	0	0
2. Our staff makes parents feel welcome and part of our school.	100	0	0
3. Parents are encouraged and advised on how to help their students succeed.	87	13	0
4. Our staff collaborates and cooperates to solve problems.	80	20	0
5. The decision making process at our school is clearly communicated and used consistently.	54	40	7

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School Administration

Question	% Agree	% Disagree	% N/A
1. Our school administration provides effective instructional leadership.	93	0	7
2. Our school administration treats all staff fairly and professionally.	93	7	0
3. Our school administration treats staff, parents, and students with respect.	86	14	0
4. Our school administration works collaboratively to solve problems.	77	14	7
5. Our school administration communicates clearly.	72	28	0
6. Our school administration assists with resolution of parent or student concerns.	86	14	0
7. Our school administration maintains visibility and accessibility.	72	28	0
8. Our school administration organizes and plans effectively.	57	43	0
9. Our school administration provides adequate and timely information about school events to staff.	86	7	7
10. Our school administration provides adequate and timely information about school events to students and parents.	86	7	7

Observations from Data
- Over 93% of staff report that they are focused on improving curriculum, instruction, and help parents and students set high expectations for learning
- Sixty-four percent report that student behavior expectations are clearly communicated to students, staff, and parents
- Fifty percent report that the school is orderly and well disciplined
- Ninety-three percent of staff report that staff meetings are productive and staff development is readily available
- One Hundred percent of staff report that students are regularly informed about student achievement and parents are made to feel welcomed.
- Fifty-four percent of staff report that the decision making process is clearly communicated and used consistently
- Ninety-three of staff report that administration provides effective leadership and treats staff fairly and professionally
- Fifty-seven percent of staff report that administration plans effectively

Student surveys were collected from students Fall 2016. Approximately 47% of the student population provided survey responses.

Fall 2016-17 Student Survey

2016-2017 Student Survey				
PART 1. Small, caring and personalized learning community	**AGREE #s**	**AGREE %**	**DISAGREE #s**	**DISAGREE %**
1. I enjoy my school.	69	88%	9	12%
2. My teachers know how well I am doing in school.	60	77%	18	23%
3. At least one adult knows my first name.	72	92%	6	8%
4. Teachers make time to help me with my coursework.	72	92%	6	8%
5. I have a good relationship with one or more teachers.	65	83%	13	17%
6. I feel it is important to go to all of my classes.	64	82%	14	18%
7. My teachers would notice if I weren't in school.	77	99%	1	1%
8. I have a friend (s) at school that really cares about me.	71	91%	7	9%
9. Students bully and put each other down.	67	86%	11	14%
10. I feel close to other students.	46	59%	32	41%
11. I work with a counselor or advisor to identify my goals.	44	56%	34	44%
12. Teachers work hard to make sure all students are learning.	53	68%	25	32%
13. I feel safe on my campus.	45	58%	33	42%
PART 2. Student-centered system with student supports and safety nets				
1. Staff provides opportunities for me to voice my opinion.	63	81%	15	19%
2. There is at least one teacher or adult on campus I can turn to for personal or safety problems.	63	81%	15	19%
3. I am provided with information about my graduation status.	48	62%	30	38%
4. There are opportunities for leadership experiences at my school.	42	54%	36	46%
5. I have access to a counselor on campus.	59	76%	19	24%
PART 3. Student pathways to the world of work and college				
1. I am provided opportunities to have learning experiences outside of the classroom that relate to what I am learning in the classroom.	54	69%	24	31%
2. My teachers make an effort to include multicultural emphasis in the lessons they teach.	72	92%	6	8%
3. The curriculum being taught prepares me for after high school experiences.	52	67%	26	33%
4. I am being prepared for the work world.	70	90%	8	10%
5. I am being prepared for college.	71	91%	7	9%
6. My school prepares me to make a successful transition to the next grade level.	78	100%	0	0%
7. I participate in activities to identify career interests, abilities, and goals.	69	88%	9	12%
8. Career pathways are clearly defined for students.	63	81%	15	19%
PART 4. Rigorous, relevant, standards-driven teaching and learning				
1. I complete an end of course evaluation for each of my teachers.	66	85%	12	15%
2. Teacher (s) engage and support me in my learning process.	78	100%	0	0%
3. I understand which standards I am supposed to learn for each lesson.	71	91%	7	9%
4. My teachers clearly communicate course outlines, grading methods and test requirements.	73	94%	5	6%
5. I know how I will be tested and on what materials.	67	86%	11	14%
6. My teachers create a welcoming and supportive environment.	65	83%	13	17%
7. My teachers let me know what I will be learning before the lessons.	78	100%	0	0%
8. Teachers keep track of my academic progress.	78	100%	0	0%

Findings:
- Students agree **100%** that: The school prepares them to make a successful transition to the next grade level, teacher (s) engage and support them in their learning process, teachers let them know what they will be learning before the lessons and teachers keep track of my academic progress
- Students agree **99%** teachers would notice if they weren't in school
- Students agree **94%** teachers clearly communicate course outlines, grading methods and test requirements
- Students agree **92%** that: At least one adult knows their first name, teachers make time to help them with their coursework and teachers make an effort to include multicultural emphasis in the lessons they teach

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- Students agree **91%** that: They have a friend (s) at school that really cares about them, they are being prepared for college and they understand which standards they are supposed to learn for each lesson
- Students agree **90%** they are being prepared for the work world
- Students reported the highest satisfaction in the rigorous, relevant, standards-driven teaching and learning section indicated by agreeing will all questions in this section at 83% or higher

Winter 2016-17 Parent Survey

Questions	% Agree	% Disagree	% Male	% Female	11th	12th
1. The gender of my student is:			71	29		
2. My student is in grade:					64	36
3. Students are involved in challenging learning experiences at SHS.	100	0				
4. SHS regularly communicates student achievement to parents	93	7				
5. SHS prepares student to pursue education and career goals beyond high school.	100	0				
6. SHS provides a nurturing learning environment.	100	0				
7. School culture is characterized by high expectations.	93	7				
8. School discipline is fair and consistent.	86	14				
9. School grounds and facilities are kept clean and orderly.	93	7				
10. Students are comfortable asking staff for help with problems.	93	7				
11. Students have a sense of belonging at SHS.	93	7				
12. The administration provides good leadership that focuses or student achievement.	100	0				
13. School leadership employs a wide range of strategies to encourage parental involvement.	93	7				
14. My student receives appropriate support to help ensure academic success.	93	7				
15. The teachers at SHS are well prepared and act professionally.	93	7				
16. I am comfortable with the schools effort to communicate with me.	93	7				
17. I understand the graduation requirements.	93	7				
18. My student is receiving good preparation for State tests. * Only 13 respondents answered this question	93*					
19. Teachers provide sufficient and timely feedback on student achievement.	93	7				
20. Teachers assign a variety of activities such as presentations projects, group work, and written assignments.	93	7				
21. Teachers provide the instruction to develop academic skills such as writing, reading comprehension, and research.	93	7				
22. Students receive appropriate Math instruction.	100	0				
23. Students receive appropriate English instruction.	100	0				
24. Students receive appropriate Social Science (US History, World History, etc.) instruction.	100	0				
25. Students receive appropriate Physical Education instruction	93	7				
26. Students receive appropriate Science (Earth, Biology) instruction.	93	7				
27. Teachers provide enough time to complete assignments.	93	7				
28. The grading systems used by teachers are fair and understood by students.	93	7				

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29. I am able to communicate effectively with teachers, counselors, and administration. * Only 13 respondents answered this question	93*	0				
30. I am aware of opportunities for parent involvement at SHS.	100	0				
31. Parents have sufficient opportunities to learn about the teaching and learning process at SHS.	100	0				
32. I feel my student is safe on the SHS campus.	93	7				
33. Relationships between students and teachers are positive.	93	7				
34. The Student Learning Objectives (SLOs) reflect the skills that are needed for success in today's world.	86	14				

A second parent survey was administered in the Winter of 2017. The observations from the data are as follows:
- Fourteen parents participated in the survey
- Seventy-one percent of the parents identified their student as male and 64% identified their student in 11th grade
- Based on the data, parents are satisfied with school communication, safety, and their student is being prepared for college or career, and volunteer opportunities
- Based on the Data, 100% of respondents reported the following:
    o SHS regularly communicates student achievement to parents
    o Students are involved in challenging learning experiences at SHS
    o The administration provides good leadership that focuses on student achievement
    o Students receive appropriate instruction in all core areas, ELA, Math, science. And History
    o I am aware of opportunities for parent involvement at SHS

- Based on the data, 93% of respondents reported the following:
    o School culture is characterized by high expectation
    o My student receives appropriate support to help ensure academic success
    o I feel my student is safe on the SHS campus
    o Students have a sense of belonging at SHS
    o SHS regularly communicates student achievement to parents

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Chapter 2

Progress Report

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Significant Developments

Administrative

Significant developments that have occurred over the last six years include a mid-year change in Principals from Mrs. Mari Bordona to Mr. Paul Hernandez in January 2016. Mrs. Bordona had been the principal at Sierra since 2002. Throughout the six years, we have had five changes in our assistant principal position. The changes range from a full time AP to a shared AP to our current situation of no AP at all.

Student population

The maximum student population was decreased from 300 to 220 (2012-13).

Staffing

Over the past six years there has been a reduction in four staff members. The reduction in staff was due to statewide budget cuts, declining enrollment, and a different focus of the district.

RSP

We now have a full time RSP teacher who works with students either in the classroom or on a pull-out basis as needed. This teacher has two instructional aides.

Counselor

Sandra Weyant became the Sierra Counselor in 2013-14. She replaced Karen Kardashian who had held the position since 2003. The district no longer funds a part-time counselor for the site because the grant that was used to fund the FTE was extinguished.

School Attendance Clerk

Sierra now has a part time attendance clerk. This has enabled the office to process daily attendance and monitor attendance issues more efficiently.

SRO

The AUSD and Glendora continue to jointly fund a school resource officer for Sierra. Over the past six years we have had five different officers assigned to our campus. Additionally the total amount of SRO hours for Sierra has declined.

Community Liaison

In 2014-15, the District hired Community Liaisons (LCAP goal 4) to increase parent and community engagement. The community liaison is responsible for communicating with parents regarding workshops, school events, community events, assisting with school climate, works to foster positive community perception, facilitating parent workshops and acts as an intermediary between parents and school. Due to the demands of the position and the LCAP, the Community Liaison hours at Sierra were increased from three hours to six per day. The Community Liaison/Parent room was transferred to the larger room in the office, due to growth of the program. The increased room usage has impacted the counseling department several times a month.

SOAR

In 2013-14, the District created the Student Opportunity for Academic Recovery (SOAR) program that is housed on the Sierra campus. This program serves students in grades 7-10 that are having academic and/or behavioral difficulty at the comprehensive schools. In 2016-2017 Sierra's principal does not oversee the program but in years past has been responsible for the management of SOAR. The administrator is on campus at the beginning and ending of each school day. If an issue arises during the school day, the district personnel are first notified. If a district personnel is unable to be reached then the Sierra Principal will intervene and handle the issue. Nevertheless, Sierra is responsible for discipline and support when the SOAR/district admin is not on campus. Sierra currently does not have the services of an assistant principal. In years past, the assistant principal would oversee the SOAR program as well as work with Sierra students.

Credit Completion Adult Track (CCAT)

In 2013-14, the District housed the CCAT program at Sierra. CCAT allows special education students who have completed their four years of high school and are under the age of 22 the opportunity to finish their graduation requirements. During 2015-16, CCAT serviced 34 students and in 2016-17, 22 students are being serviced. Students use *Fuel Ed*, which is an a-g online software program that allows students to complete coursework.

Student Services

In 2015-16, the District contracted with McKinley Child Services for an onsite behavioral specialist. While this person primarily services SOAR students, the behavioral specialist is available to meet with Sierra students on an as needed basis.

Food Services

A major focus of the AUSD school board this year has been food service at all district schools. After visiting every site in the district, it was determined that our current lunch facilities would need to be changed immediately. Therefore all food services were moved into room seven and the ROP classes were moved to unoccupied classrooms. Teachers share their

classrooms with ROP during their prep periods to support student learning during this transition period. The goal is for the current food service facilities to be upgraded and ready for the start of the 2017-18 school year.

Adult Education

Prior to 2015-2016 students who did not make our graduation requirements of 220 credits were allowed to earn an Adult Education diploma if they earned 180 credits and if 10 of those credits were through Adult Education. These students were allowed to walk with Sierra at our graduation. A district decision was made to discontinue this practice because there was a concern that Adult Education would close and also there was a sense that students were settling for the AEC diploma instead of pushing themselves to complete the Sierra High School diploma. The district was also not receiving graduation credit for these students for either program because many were under the age of 18. We still offer dual enrollment with Adult Education so students have more opportunities to recover credits.

APEX

In response to the potential closure of Adult Ed and loss of credit recovery options, along with the employment of a director of College and Career Pathways, the district now offers online credit recovery classes via APEX to students at all high schools.

CAL-SAFE

Another program housed on site is the Los Angeles County of Education Community Court School/Community Day School. Originally a Cal-Safe program, it occupies a detached building housing two classrooms. The program's students receive lunch from our lunch facilities. Additionally our principal assists with discipline as needed.

DISTRICT ISP

District Independent Study Program moved into room 13 of the SOAR building.

ELA and Math Adoption

In 2013-14, AUSD math teachers voted to change the math sequence from a traditional path, Algebra I - Geometry - Algebra II, to an Integrated I - II - III sequence that more closely aligns to Common Core Standards. During this time the district collaborated with math teachers to supplement and pilot new curriculum in anticipation of a new adoption. In the Fall of 2015 - 16, the district assembled a curriculum team comprised of math teachers, site administrators, district personnel, and the math TOSAs to review and recommend a new math curriculum for adoption. The adoption committee recommended CPM (College Preparatory Math) which was approved by the board by unanimous vote. All math teachers have participated in extensive training.

The district graduation requirements for math has changed recently. Previously, students were required to take two years of math to fulfill the graduation requirement. Now students are required to complete three years of math in order to graduate. This change was phased in over several years to accommodate students already in high school. Currently this is having some effect on the master schedule and we expect it to continue to impact our scheduling.

In the Spring of 2015-16 ELA, teachers, school administrators, and district personnel met to review and recommend a new ELA curriculum for adoption. The district used the same process and procedures that were followed for the math adoption. The program recommended and adopted for secondary schools is called "Collections". The main component, Program 2, has CCSS and ELD standards embedded in the curriculum. To support English Language Learners and student literacy, the district adopted additional components of "Collections". Program 4 is intended to provide supplemental instruction for students that are reading two or more years below grade level. ILitEL is intended to provide supplemental instruction for long term EL students.

In years past Sierra had a designated ELD Course, but at that time the administration and district agreed that sufficient ELD instruction was embedded across the spectrum and the ELD course was dropped. Beginning in 2017-2018 this course will be offered again, but we are unsure how that instruction will be provided. We do know it will be set aside course**.**

PBIS

In 2014-15, The District, as part of LCAP (goal 4) of the LCFF, began training site personnel in the implementation of PBIS. The program is designed to teach, recognize, and reinforce positive behavior, reduce Office Daily Referrals (ODRs), and reduce suspensions and time out-of-class as well as addressing the motivations for disruptive behavior. The district continues to fund this program by providing PBIS training sponsored through LACOE.

Common Core State Standards/California State Standards
AUSD implemented a five-year plan, from 2011-12 through 2015-16, to transition to the CCSS. At this time all of our classes have fully integrated Common Core into their curriculum. The shift in instruction and student centered learning continues to be a focus and work in progress. This plan is aligned with current professional development programs and with the AUSD Strategic Plan.

Model Continuation School

In 2010-2011, Sierra High School was again awarded a Model Continuation High School designation by the California Department of Education.

California Assessment of Student Performance and Progress (CAASPP)

The CAASPP system was implemented on January 1, 2014 to replace the CST (STAR) testing. Official testing began for all juniors in April of 2015. The CAASPP consists of computer adaptive and performance task components, which are based on the CCSS for English and Mathematics. In 2015-16, CAASPP replaced the CAHSEE as the AMO for AYP and API.

In order to minimize loss of instructional time and have students take the test with their respective ELA and math teachers, Sierra has added 4 – 25 unit Chromebook mobile labs. In addition, Sierra and will be adding three more mobile carts and Chromebooks this year (2016-17) to further supplement our computer labs and increase technology access.

California High School Exit Exam (CAHSEE)

California SB 172 suspended the administration of the high school exit examination and removed the high school exit examination as a condition of graduation from high school for the 2015–16, 2016–17, and 2017–18 school years. A complementary bill, *California SB 725* removed the requirement for the high school exit examination as a condition of graduation from high school in 2015.

Aeries

As part of a LCAP goal to further involve parents in the educational process, in 2013 the district transferred from AIMS (Azusa Information Management System) to Aeries. This move has impacted our ability to access and delineate data, but it does give parents and students greater access to student data.

Local Control Funding Formula and Local Control Accountability Plan (LCFF/LCAP)

LCFF simplifies how state funding is provided to Local Educational Agencies (LEA). Under the new funding system, revenue limits and most state categorical programs are eliminated. LEA will receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes for students. The LCFF creates funding targets based on these student characteristics. AUSD worked collaboratively with stakeholders from across the community to establish five Local Control Accountability Plan (LCAP) priorities aligned with the Eight State Priorities.

Azusa Unified School District's Five LCAP Priorities
- Goal 1: Increase student achievement in ELA and Mathematics and narrow achievement gaps.
- Goal 2: Increase English learners' academic language development, achievement, re-designation rate and decrease the number of Long-Term English learners (LTELs).
- Goal 3: Increase students' college and career readiness.
- Goal 4: Increase parent/student leadership, engagement and positive perception.
- Goal 5: Improve district facilities, transportation and nutrition.

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ONGOING FOLLOW-UP PROCESS

Sierra has taken positive and effective steps towards addressing the goals and actions steps of the School Wide Action Plan and the critical areas of follow up identified by the staff and Visiting Committee. After the 2011 Self Study, personnel identified in the School-wide Action Plan worked to implement the various tasks identified. Staff regularly reviewed data in faculty meetings and in departments. We integrated the SPSA and LCAP goals into our actions plans. The School Site Council provided oversight for progress on the School-wide Action Plan items.

WASC Committees have met annually and periodically during professional development days and PLC Meetings since the 2011 WASC and the 2013 revisit: Assessment and Accountability, Culture, Curriculum and Instruction, Leadership and Staff, Support for Student Personal and Academic Growth, and Vision and Purpose. The staff has collaborated on the progress and status of the school's Action Plan (WASC 2011) within the framework of various committees. These included staff meetings, Leadership, PBIS and PLC.

New faculty and staff hired since 2011 were provided with information on the WASC process, terminology, and findings from the previous report. In preparation for the midterm visit, staff members participated in one of the six original WASC committees for collaboration and for discussing the critical areas of follow-up from the full visit. The input was used by the Leadership Team to create the Midterm Report.

Sierra High School staff and administration has continued to work steadily on the Action Plan through the schedule, assessment, curricular, and staff changes which have occurred over the years since the last full visit. Each of the changes has been assessed by a group of staff members, and researched based changes have been made. The trend toward higher academic performance, effective assessment strategies, and greater parental involvement are having positive effects on the school.

In 2015-16, staff members were organized into five Focus Groups for the upcoming WASC review. These groups collaborated on chapter four. All staff members collaborated on the WASC Action Plan, using the existing SPSA and LCAP. The SPSA is regularly reviewed and updated by the School Site Council. Updates are presented to the Board annually.

SCHOOL-WIDE ACTION PLAN PROGRESS

WASC ACTION PLAN GOAL 1 (2011): Develop a comprehensive English Language Arts system that has structures in place to help all student groups achieve grade level ELA standards in reading and writing across the curriculum

Sierra has addressed all the action plan tasks for Goal 1. All students take the STAR reading test to establish their reading level in the first two weeks of the year. ELA teachers inform students of their reading level and encourage them to select texts (online or books) within their ZPD (Zone of Proximal Development). By November all students complete a writing benchmark by grade level. Since the last WASC full visit Sierra has compiled three years of baseline data through district benchmarks and STAR reading. We also have two years of data from CAASPP. Teachers have

incorporated online reading and writing programs such as My Access, AR 360, STAR Reading, and NewsELA.

Sierra teachers have a comprehensive approach to teaching academic vocabulary across the curriculum. The approaches vary by department. Sierra teachers participated in trainings that encourages writing across the curriculum. Math has been trained in CPM, Social Science has been trained in DBQ writing, and all teachers have gone through SIOP training. A study skills class was offered to help improve students reading and writing but was dropped due to site reduction.

WASC ACTION PLAN GOAL 2 (2011): Develop a comprehensive mathematical system that has structures in place to help all student groups achieve Algebra I standards and increase CAHSEE math pass rates.

Sierra has addressed all the action plan tasks for Goal 2.

Although attempts were made to improve Algebra CST and CAHSEE scores, no significant improvement was seen. More CAHSEE attempts were offered to seniors which negatively impacts the pass percentage. Since CST and CAHSEE were replaced with CCSS and CAASPP our goal had to be adjusted.

With Algebra I no longer offered, the district adopted Integrated Math to properly address CCSS. With CPM the rigor is built into the program and Sierra participates in District benchmark exams which are configured to match the rigor of the CCSS and CAASPP.

Developing CAHSEE cohorts was never implemented due to scheduling issues and the removal of the test. CAHSEE intervention classes were offered to students needing additional help on the test. In addition, after school tutoring is available to offer additional help. Some math technology software was investigated. Two math teachers attended Camp Saturday trainings at Cal Poly Pomona. In addition, teachers use DESMOS and Chromebooks regularly in the classroom. At one time, both math teachers had three years of SIOP training. But currently only one teacher has three years of training and the other math teacher only has one year of training. The district no longer funds the SIOP training program for teachers. Sierra partnered with Azusa High School to offer CPM Math Nights, which allows us to share math strategies and resources for academic with parents. Also Families in Schools provides training for parents to volunteer in the school.

Teachers and administrators have received training in EADMS.

WASC ACTION PLAN GOAL 3 (2011): Develop a comprehensive system that maximizes student, parent and teacher connections to the school.

Sierra has addressed, but not implemented all the action plan tasks, in Goal 3

Sierra continues to participate in the SGVCL (San Gabriel Valley Continuation League) and there are plans to include a season devoted to girls' volleyball. Approximately 30% of the student body participates playing sports for Sierra.

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The district has purchased Naviance. The intention is for every students to utilize this program every year throughout their educational journey in AUSD. The goal is for every student to create a career/interest portfolio in high school.

Teachers have received some training in parent communication strategies. We continue to use Blackboard after a brief hiatus this year due to a program upgrade. Teachers can print send progress reports via Aeries. Parents are able to directly email teachers using the Aeries SIS. The office staff is always willing to assist with translation and phone calls as needed. Parents are encouraged to attend the mandatory orientation meeting at the beginning of the school year or when a student enrolls in the school.

Sierra is still investigating and implementing a program to track students after graduation. We have discussed creating an alumni Facebook page, but aren't sure who would be able to administrate it. The hope is that with Naviance, this will give us a clearer focus of student progress after graduation.

Sierra conducted some meetings for students with chronic tardiness or absenteeism. These meetings were conducted by the SRO, principal and counselor. The meetings did not have the impact that we were hoping for and it was determined that the results did not match the time and effort required to conduct the meetings.

The staff did develop a student work rubric that linked ESLRs to content, but this work rubric was never implemented.

Sierra has always valued the positive relationship between teachers, students and parents. We wanted to further the positive tone and the advent of PBIS, has helped in bringing positive affirmations into the classroom. The art department has created inspirational displays that are installed on the ceiling of the main hallway and have also started the 30 Days of Compassion. Coffee with the Principal has provided more opportunities for parents to interact with teachers and witness the day to day instruction in class. The student/parent handbook has been updated. This year a spiral bound student agenda was created and given to each student.

Staff access to technology to increase student involvement has been increased. We now have a 35 station computer lab and four Chromebook carts.

Remediation for the CAHSEE was included into the master schedule, as well as increased tutoring opportunities for all students after school.

Sierra has not yet developed a uniform process to check out books, but teachers are still able to check them out. We do have software and a library scanner, and are investigating a way to train parents volunteers to help with our library. A school website has been developed via the district website and Facebook is used via the district office. Phone calls and Blackboard are the main methods of contacting parents. An ILP form was developed and is now included in the spiral student agenda. This ILP is covered during the orientation session and can be updated throughout the year. A WASC plan survey was not implemented.

School-wide Critical Areas for Follow-up

2011 School-wide critical areas for follow-up

Curriculum - Increase students' academic achievement in ELA for all students (AUSD LCAP Goal 1 and 2)

2013

The ELA CST scores show students have gone from 51% FBB to 25% FBB. Students scoring proficient or advanced has risen from 6% in 2013 to 8%. The gain can be attributed to the Writing Across the Curriculum, which has been a major focus for all teachers at Sierra. The CAHSEE pass rate by number of students has increased by four percentage points each year over three years from 40% in 2010 to 52% in 2012.

2017

ELA CAASPP results show that the percentage of students who have not met standards decreased from 51% to 46% from 2015 to 2016. The percentage of students meeting or exceeding standards also increased from 11% to 21%. Significant gains were made in the following areas:

- Sixteen percent decrease in the number of students who tested "Below Standards".
- All language sub-groups increased their scale score
- Percentage of "Not Met" decreased by five percent
- No EL students met or exceeded standards
- All SPED students scored in the not met category

Curriculum - Increase students' academic achievement in Mathematics for all students (AUSD LCAP Goal 1)

2013

Research and refined ILP process to increase student accountability, personal responsibility, and use of technology. During the past three years there has been a slight improvement in overall math scores. In 2010, the percentage of students testing at BB or FBB was 83%. In 2013, this number dropped to 78%.

2017

CAASPP math scores are still evolving. The change from traditional to Integrated Math pathway and curriculum flux may have negatively impacted our initial math scores.

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CAASPP results show that the percentage of students who have not met standards decreased from 94% to 93% from 2015 to 2016. The percentage of students meeting or exceeding standards also increased from 0% to 1%. Gains were made in the following areas:

- The scale score for all subgroups increased
- EL students showed the greatest growth in scale scores
- All language sub groups showed an increase in scale score
- RFEP was the only sub group to score in the Met category
- Special Education students demonstrated a 90 point scale score increase

Technology - There is a need to increase access to up to date technology to enhance student engagement and achievement (AUSD LCAP Goal 1 and 3)

2013

There are new computers in classrooms, with increased bandwidth. There is regularly scheduled computer lab time for Language Arts and History assignments to be completed on computer. The upgraded computer lab is equipped with 25 computers, a printer and an LCD projector.

2017

We have continued our work on improving access to technology. The computer lab is now equipped with 35 computers and two teacher work stations, along with a new printer and an LCD projector. There are currently 4 active carts with a minimum of 25 Chromebooks in each cart. Sierra will have 7 working carts by the end of the 2016 - 2017 school year. The district restructured its MIS service model which resulted in Sierra having a dedicated tech support person. Although we share this person with nutrition services, it has been helpful to have all of our tech issues addressed by the same employee.

Technology - There is a need to increase access to up to date technology for all staff to assist in shaping and enhancing instruction to improve student achievement (AUSD LCAP Goal 1 and 3)

2013

There are new computers in classrooms, with increased bandwidth. There is regularly scheduled computer lab time for Language Arts and History assignments done on the computer. Parents have access to grades and academic progress on line. There is an upgraded computer lab equipped with 25 computers, a printer and an LCD projector.

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2017

Most teachers received new attendance computers when the district adopted Aeries. There are more student computers in each classroom. After the district increased bandwidth to all sites, teachers were given the ability to stream content appropriate videos in the classroom.

Professional development - Develop a calendared Professional Development Plan that focuses on current, research based instructional strategies (AUSD LCAP Goal 1, 2, 3, and 4)

2013

Our profession development focused on DBQ, PLCs, CAVI, ERWC, SIOP, Accelerated Reader, and critical reading in Science.

2017

We continue to move forward in professional development focused on research based instructional strategies

Community - There is a need to improve and expand communication of student achievement to both parents and students through the use of technology (AUSD LCAP Goal 1, 3 and 4)

2013

Blackboard provides automated updates to parents and students regarding attendance, upcoming events, etc. Parents and students have begun using a portal to the Aeries system.

2017

Parent and student use of Aeries continues to increase. Many students who come to Sierra were already accessing their grades at their prior schools. We are seeing an increase in parent involvement as parents review student progress and make use of the email feature built into Aeries. In addition, the district has launched a new app that communicates, through multimedia presentations, district and school events. Parents are able to follow as many school calendars as they select and receive up-to-date information from the Superintendent

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Career/Technical Education (school to work) - There is a need to increase access to up to date technology for career exploration (AUSD LCAP Goal 1 and 3)

2013

SHS added Five ROP classes--American Sign Language, Emergency Medical Services, and Administration of Justice Through an articulation agreement with San Antonio College (SAC), students may earn college credit for Administration of Justice at SAC.

2017

The district is currently using Naviance, a web-based curriculum for career and college exploration. The ASVAB was given for two years, and students were able to access career resources based on their scores.

Master Schedule - Investigate altering Master Schedule to offer remediation and support/CAHSEE intervention/ELD before, during, and after school hours. (AUSD LCAP Goal 1, 2, 3 and 4)

2013

During each trimester SHS offers tutoring opportunities two days a week after school. Support classes for 11th graders are offered during the school day. Support classes are offered for 11th grade students who score FBB on the ELA CST. ELD support is offered for 11th grade students who have not been re-designated.

2017

After the staff reduction, it became difficult to include the ELD support class in the regular master schedule. The administration and district agreed that there was enough support built into the regular ELA classes to justify the discontinuation of the ELD support classes. With the ELPAC replacing CELDT in 2018, along with AUSD's LCAP goals focusing on LTELS, it has been determined that Sierra will offer ELD support in the upcoming school year. It is yet to be determined how we will accommodate this in our schedule.

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Refine ILP - Research and refine ILP process to increase student accountability, personal responsibility, and use of technology. (AUSD LCAP Goal 3 and 4)

2013

An Individual Learning Plan has been developed especially for SHS. The ILP is revisited by each student during the second trimester to update credits and determine remaining requirements to graduate.

2017

We continue to use the ILP in our orientation day at the beginning of the school year. This year Sierra purchased student planners for every student; the ILP is part of the planner, which means every student has access to their ILP all year. ELA teachers had students update their plan at the beginning of the second and third trimester.

This was addressed prior to the 2013 revisit

2013 Mid Term WASC Critical Areas for Follow-Up

Sierra High School has spent great time and effort on improving critical areas for follow-up, as noted in the WASC/CDE Mid-Term Visiting Committee Report in 2013. Each department and program on campus has focused on key areas pertinent to their students' needs.

Chapter 3

Student/Community Profile:
Overall Summary from
Analysis of Profile Data and Progress

Student/Community Profile - Overall Summary from Analysis of Profile Data and Progress

Implications of Data

According to Sierra's WASC Midterm review, SHS staff, with support from the District has been able to make progress in each of the critical areas, and has made a revised Action Plan effective in Fall 2014 as the movement toward full adoption of the Common Core State Standards (CCSS) unfolds in Azusa USD. Furthermore, the committee commended Sierra on its revised primary goals and accompanying revised Action Plan. The SHS campus is a showcase for student achievement in the fine arts. Nurturing of "right brain" talents of students has been an ongoing strength of the school. Within the Azusa community at large there is recognition and appreciation for the accomplishments of SHS students. Many projects— building murals, a Holocaust project, and showcasing of student work has been recognized and commended by the City and local residents. SHS tends to the "whole child."

Traditionally, high stakes testing scores at Sierra show students performing below standards on all tests. Student performance data shows a need to address ELA reading and writing, and mathematics. Student performance in mathematics is particularly low and only 1% met grade level standards. More than 50% of students earned a D or F in core classes which requires students to repeat classes and affects their chances to graduate.

The typical student who enrolls at Sierra struggles with attendance, engagement, and academic success. Some or all of these issues are key roadblocks–that–affect their achievement potential. As noted in the first paragraph, SHS tends to the "whole child" and we find that building relationships with students helps to alleviate the baggage that students arrive to Sierra with. We feel this is the first step to helping our students begin to meet their potential. We have found that students that have spent extended time with us tend to do better with attendance and classroom performance.

As we continue to move forward, an examination of the data in Chapter One highlights several areas that Sierra will continue to examine and address over the next several years: These areas are:

- D/F Rates
- Low CAASPP ELA and Math scores
- Investigate methods to increase parent input and involvement
- Increase students reading at or above 10th grade level
- Graduation rate

Critical Learner Needs

After a careful analysis of achievement data, staff recommendations and student and parent surveys, the WASC self-study process yielded the following Critical Learner Needs:

Improving Student Achievement in Reading and Writing Skills
- Star data shows most students read below 6th grade reading level.
- Teacher gradebooks show students are reluctant writers
  - School-wide Learner Outcomes: Effective Communicators, Academic Achievers
  - SPSA: Goal 1 - ELA
  - LCAP: Goal 1 - Increase student achievement
  - LCAP: Goal 2 - Increase English learners' achievement

At Sierra, we recognize that improving students' reading and writing skills is not solely the duty of the Language Arts teachers. Thus, all teachers continue to work toward improving the quality and quantity of reading and writing in all classes.

Improving Student Achievement in ELA and Mathematics
- Most students fall in the not met or nearly met categories in both sections of CAASPP
- Need to address third year math requirement
- D/F rate

  - School-wide Learner Outcomes: Effective Communicators, Academic Achievers
  - SPSA: Goal 1 - ELA
  - SPSA: Goal 2 - Math
  - LCAP: Goal 1 - Increase student achievement
  - LCAP: Goal 2 - Increase English learners' achievement

This continues to be addressed by aligning instruction with content standards through staff development and district trainings, improving instructional strategies, and CCSS aligned curriculum through District adoptions, PLCs, and extended learning time (i.e. After School Tutoring).

Credit Completion/Post Secondary Opportunity
- D/F rate
- Survey data
  - School-wide Learner Outcomes: Responsible Citizens, Academic Achievers
  - SPSA: Goal 1 ELA
  - SPSA: Goal 2 Math
  - LCAP: Goal 3 - Increase all students' college and career readiness
  - LCAP: Goal 2 - Increase parent/student leadership, engagement and positive perception

At Sierra, we see a need to make connections between coursework and post-secondary opportunities, while increasing our college and career preparation options. Our data indicates a need to increase access to post-secondary opportunities, either in college or career, through preparation and to increase awareness of the skills and criteria needed for success.

<u>Questions for Future and Continued Discussion:</u>

As a result of the WASC self-study process a number of questions arose from this process:

- What strategies shall we implement to increase course and credit completion, graduation and attendance rate?
- What kinds of Professional Development do we need to increase achievement in ELA and Math?
- How can we market our academic interventions or focus our tutoring objectives to increase participation in tutoring?
- How can all staff better serve the needs of students, which includes raising math and literacy achievement, to prepare students for college and career readiness?

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Chapter 4

Self-Study Findings

Section A

Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1.   Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by school-wide learner outcomes and the academic standards.

Vision – Mission – School-wide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
The leadership and staff have worked together to tailor the vision and mission of the school that aligns with the district's vision and mission to ensure all students succeed. Input for our vision, mission and learner outcomes were developed based on student and community profile data, attendance and tardy data, state testing data, and further research on student success, a changing economy, and deeply held principles of personalized learning for students. Our high expectations of student work is driven by our beliefs that all students can learn given the research that correlates a high school diploma with and high levels of learning to successful futures of our students. The vision of Sierra High School prepares students for their future and acknowledges skills needed to compete in a global economy, as well as students' individual post high school goals and careers. Data indicates that not every student has been successful at a comprehensive school and that a small, alternative school will best support students' success. Data and research indicate that students benefit from a caring and supportive staff.	• Student Agenda • LCAP • School Accountability Report Card • Student Transcript • Graduation Rate • Student Grades • Community Liaison • Parents Coffee with the Principal • Report Card Nights with staff and families • College/Career Outreach • Aeries accessibility to students and staff

Mission Statement Sierra High School is a place where students have a second opportunity to achieve academic success. To bring aspiration into reality we: - Model and build good relationships - Develop skills and knowledge - Foster interdependent thinking in a safe environment **Vision Statement** Sierra High School is an alternative program that provides a personalized, enriched and varied environment that enables students to develop to their full potential. With collaboration of a caring staff and support of their family and community, students will graduate with a strong vision for a successful future. **Student Learner Outcomes (SLOs)** Effective Communicators who: - Convey ideas through oral communication, writing, artistic expression, technology, and numbers - Demonstrate the ability to apply appropriate communication skills and to communicate with others in a respectful manner Academic Achievers who: - Are prepared to enter a community college, career, or vocational setting - Demonstrate growth toward mastery in a variety of challenging and relevant academic disciplines Responsible Citizens who: - Respect self and others - Demonstrate consistent and punctual attendance - Make good choices in daily living and who are accountable for their actions	

Development/Refinement of Vision, Mission, School-wide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and school-wide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and school-wide learner outcomes.*

Findings	Supporting Evidence
The Azusa Unified School District Office and Board of Education monitor Sierra High School through the SPSA school plan, and maintain effective and excellent communication with SHS administrators and the SHS leadership team. Decisions at the site are made in accordance with the AUSD Strategic Plan and LCAP. All Sierra stakeholders are involved in making and implementing decisions that move students forward academically, socially, and emotionally. The SHS vision, mission, and school-wide learner outcomes are reviewed by staff each school year and refined as needed. The drafts are shared with district leadership, site leadership team and the school site council. The vision, mission, and SLOs are posted in classrooms, the SHS website, and student agenda.	• WASC document • Agendas: Coffee with the principal • School Site Council • Faculty meeting agenda • Student Agenda • Report card nights • Parent Orientation • First day rotation

Understanding of Vision, Mission, and School-wide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the school-wide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and school-wide learner outcomes.*

Findings	Supporting Evidence
The SHS vision, mission, instructional focus, and school-wide learner outcomes are continually shared with our stakeholders, reviewed each year, and refined on an as-needed basis. School statements are posted throughout the school and on the SHS website. We annually review the vision and mission statements at SSC, and our Parent Orientation meetings. Our vision, mission, and instructional focus is routinely shared with community and business stakeholders via our website. When students enroll during the school year, the parents and students meet with either the principal or counselor to review the important items in the agenda. Parents are encouraged to attend information meetings and to serve on various school committees.	• Student and parent surveys • School website • Parent meetings • New parent orientation • New student orientation • Coffee with the principal • Parent forum

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the school-wide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single school-wide action plan and its relationship to the Local Control and Accountability Plan.

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, school-wide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
The Azusa Unified School District Board of Education consists of five members elected at-large to four-year terms on a staggered basis every April of odd-numbered years. School board candidates must be registered voters and reside within the school district. The Board is responsible for hiring personnel, building and maintaining schools, providing students with the tools needed for academic success, and planning for future needs. AUSD has created Board Policies and Administrative Regulations, which are available online through GAMUT. Board Policies, including the Uniform Complaint Procedures, are posted at the school sites. The Board makes its agendas and meeting dates available to the public on the District website. The website is a user-friendly site that provides access to parents, students, staff and the community. The Public Information Office posts the agendas prior to each Board meeting. This provides staff with up-to-date information from the Board of Education and the Superintendent's Office. The Board of Education meets twice a month on the 1st and 3rd Tuesdays of the month. Board Reports are located in the Superintendent's Office for public viewing and are emailed to each site principal for review. In addition, the site's mission, vision, and SLOs are aligned with the District's. As the documents are revised, they are discussed in Principals' meetings at the District office. The District supports and monitors student learning through the implementation of three District-wide ELA and Math formative assessments. The District monitors and supports the school's values by monitoring student achievement data and aligning curriculum through a District textbook adoption committee and AAA meetings. The District supports student learning by providing a variety of	• Board policy • District website • GAMUT online • Board agenda • Board minutes

professional learning opportunities for each curricular content subject. AUSD has clear policies governing alternative education, including those that grant authority to the school's Placement Committee, which screens students referred to Sierra. This ensures appropriate placement of students transferring from comprehensive high schools.	

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
The five member Board is a policy-making body which governs the District's educational program. The AUSD and the Board of Education have developed a district AUSD Employee Handbook. AUSD and the Board of Education require a Mandated Reporter certification on an annual basis. The AUSD and the Board of Education have also developed and implemented an effective and valuable evaluation system for employees—both certificated and classified. Site administrators evaluate classified support staff every other year on the condition that they have permanent status and had an outstanding or satisfactory prior evaluation. Temporary employees are evaluated every year until permanent status is awarded. Providing high quality teaching for all students is crucial to improve student achievement. Site administrators evaluate all certificated permanent staff every two years. Probationary/Temporary employees are evaluated every year until permanent status is granted. Each year teachers being evaluated develop a Plan for Professional Growth, based on measurable goals. Administrators observe and debrief with each teacher at twice per year unless more support is necessary. If support is needed, the administrator develops an Improvement Plan to outline needed growth, timelines, and resources that will be provided. A Summary Evaluation concludes the evaluation year and provides a teacher rating, strengths and areas for growth identified, and possible recommendations for professional development.	• Board minutes • GAMUT • Employee handbook • Collective Bargaining Agreement (CBA) • Site Evaluation schedules

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.

Findings	Supporting Evidence
Sierra High School systematically invites parents, students, and other community stakeholders to participate on various committees to contribute to the school's governance. SSC, consisting of parents, faculty, staff, and students, meets regularly to discuss and approve the spending of categorical monies to support student learning. Also, we provide school information and opportunity for discussion for second language families via Coffee with the Principal, Principal Forums, ELAC and DELAC. In terms of the LCAP, the district and the Board of Education implemented a district-wide LCAP committee comprised of parent, staff, and community, called the Parent Advisory Committee (PAC+). The committee meets on a regular basis to develop LCAP priorities. All sites meet with stakeholders to review LCAP goals, metrics, and current status as to the District's five goals. To gather feedback data, the district and the Board of Education use annual surveys to gather data from all stakeholders. The AUSD and SHS also maintain websites and newsletters to encourage stakeholder participation and inform the community of school issues and events.	• Community liaison • Student orientation • SSC minutes • Parent Advisory Committee (PAC+) • Newsletter • SHS website

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
AUSD and the Board of Education has developed clear and very effective evaluation and monitoring procedures of their decisions, including the annual LCAP Assessment of District Goals and the Eight State Priorities. There is a District-wide LCAP committee that meets regularly to review and revise the plan as needed. Principals meet with District personnel at least once a month to discuss school-wide goals, progress, and needed resources as outlined in each SPSA which are aligned to the District's LCAP priorities. Each school site's instructional leadership teams also meet to review progress and plan next steps. SSC reviews progress and determines if existing programs that are funded address the LCAP priorities. Every stakeholder group is provided the opportunity to offer feedback in open discussion and survey.	• Instructional Leaders meeting • PAC+ • LCAP staff and parent presentation

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
The District annually updates and communicates the Uniform Complaint Procedure through the website, registration packets, student agenda, and mailings. All classrooms and offices have the Complaint Procedures, both English and Spanish, visibly posted. Complaints are directed to appropriate personnel.	• Student Agenda • District and site Webpage • Posted Classroom Notices

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the school-wide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single school-wide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
Student achievement and progress data drives the decision made by leadership and staff. Our Counselor reviews every student transcript, creates a graduation plan for each student and enters the information into an excel spreadsheet. The data from the spreadsheet is used to create a master schedule that will meet the student academic needs for graduation. Staff systematically meet in PLCs to discuss best teaching practices, district benchmarks, CFA's, and data results, to inform about student learning. Monthly staff meetings and site leadership meetings provide time for analysis of the master schedule, concerns, needs, and an open solution based forum. Parent groups and School Site Council are updated on school issues, data results from state assessments, updates on State and District initiatives, and provided a forum to voice their concerns and ideas.	• Counseling book • Master schedule Worksheet • SSC Agenda • PLC Minutes • State Assessment Results • Coffee with the Principal Agenda • ELAC agenda

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, school-wide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
Student performance data and the school's SPSA are reviewed by the staff at the beginning of each school year to project what the school's course of action will be for the upcoming school year. As such, there is a definitive and specific correlation between Student Learning Outcomes and the school's SPSA. The SPSA outlines five goals related to increase performance in ELA, mathematics, ELD, English proficiency, and decrease LTELs. In addition, the SPSA is reviewed by SSC when decisions are needed regarding programs and expenditures at Sierra. The staff analyzes school data and aligns the SPSA goals with the master schedule. The school's master schedule is designed to meet the academic needs of the students and is modified each trimester. Specifically, the goals of the SPSA are aligned to several academic improvement.	• SPSA • SSC Agenda • Master Schedule

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
As a staff, we set goals for student achievement each year. To support these goals, ongoing professional development is a critical component of high quality teaching. Early release days provide opportunities for training or collaboration time every Wednesday. Each staff member also participates in ongoing Common Core training and each department has a minimum of two release days per semester for additional time to work on developing curriculum, sharing instructional practices, vertical/horizontal teaming, and analyzing data from common formative and external assessments (CAASPP, etc.). Also, with the adoption of a new math curriculum (CPM) in 2015-16, the math teachers attended more than six days of Professional development. ELA teachers will have the same Professional Development opportunities in 2016-18 as they implement the District's new ELA curriculum adoption. With the change of leadership during the 2015-2016 school year the Principal devoted all development to ensuring a safe campus and building a positive school culture.	• Site based PLC • District Professional Development • Carol Jago Trainings • District wide ELA PLC with District ELA TOSA

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
Sierra High School has effective existing structures for internal communication, planning, and resolution of differences. The district provides use of email, Google Apps for Education (G-Suite), and Blackboard which facilitates mass communication for upcoming events, emergencies, due dates, etc. Faculty meetings also provide time to review events and provide time for discussion. Google Forms and Survey Monkey are used to collect feedback data. The principal maintains an open-door policy for any staff member to discuss any issue or problem. Staff meets to discuss upcoming events and the resources needed for those events regularly. In addition, there are certificated and classified union representatives on staff to help resolve issues. Every effort is made to ensure that staff have common planning periods with other members of their department in order to allow time for collaboration and lesson planning.	• Faculty meeting agendas • Master schedule

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A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the school-wide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
Every teacher is teaching within their credentialed area. Annually, the human resources department ensures that all teachers are fully credentialed and NCLB compliant. HR also, before it moves a candidate forward, makes sure the candidate is fully credentialed. Teachers in the Apex program are highly qualified to support students in specific content areas. Newly hired teacher and credentialed teachers go through the BTSA program which is maintained by the district. All employees in the Azusa Unified School District are hired through the Human Resources Department. Teachers must be highly qualified and fully credentialed. Exceptions are few and are limited to very hard to fill positions. Every employee and regular volunteers are subject to a department of Justice background check. New teachers receive orientation and training. All teachers receive district and school inservice trainings. All teachers receive training on mandated reporting for child abuse.	• Human Resources

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
The principal reviews teacher assignments to ensure that all are working in their credentialed areas. Teachers receive regular training through district and school in-service days. Once the master schedule is determined based on student needs, teachers are appropriately placed as needed. Teachers are given the opportunity to communicate their interests in terms of their teaching assignments and review the master schedule.	• Master Schedule • Excel document of student credit needs

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
All administrators and faculty receive an employee handbook electronically each year that states employee responsibilities, safeguards, and procedures to resolve conflicts/issues. The handbooks are distributed District-wide. In addition, SHS staff members understand the responsibilities of the counselor and administrators. Policies and procedures are reviewed at the start of each year during back-to-school workdays and discussed on an as needed basis. Each department has course syllabi, rubrics, and sample lessons. Each year, these components are revisited for updates and revisions. Alignment to the Common Core Curriculum is in place. Administration reviews expectations, various district and school norms at the beginning of each year. These policies are reviewed as needed throughout the year. Teaching resources are shared during PLC and department meetings. Administration works hard to maintain an open line of communication to help resolve concerns and clarify expectations quickly and at the lowest possible level. Weekly reminders are sent out in the weekly *TERSE AND PITHY* and as needed either by verbal or written communique. Staff were given copies of Student agendas at the beginning of the school year. The agendas included a district and school calendar, bell schedules, ELA scoring rubrics, Math and Science reference charts, graduation requirements and personal Individual Learning Plan pages, behavior expectations, assignment tips.	• Master schedule • Weekly Agenda • Student agenda

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Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the school-wide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
As part of AUSD, we are fortunate to have access to quality ongoing professional development that positively impacts student learning and achievement. Professional development is tied to the AUSD LCAP, school goals and SPSA. It supports Sierra's vision, mission, instructional focus, and SLOs. All certificated staff members are involved in Common Core Training. Staff also can choose any researched-based professional development opportunity that supports student achievement and/or mental/emotional health. Each year, administration and the ILT/Learning Leader team develop a professional development plan. Release days are also given for curriculum development and informal internal or external walkthroughs. If a valuable professional development opportunity arises during the year, the administration provides the opportunity for the training. The administration clearly communicates their support of teacher driven professional development and allocates resources to support it. The principal attends district professional development each month on topics that include Common Core, Special Education, discipline, teacher observations, etc. Our district provides multiple professional development opportunities and formats throughout the year, allowing the staff to choose trainings they feel would benefit them the most. A new training was implemented this year in that all teachers, district wide, were allowed to meet with their counterparts from other schools In addition to the district offerings, site administration encourages staff to attend trainings that will support their self-selected annual goals. On non-student days, our administration provides professional development on site, with teachers providing feedback on interests and/or areas of need for the professional development offerings.	• District IL and ML agendas • District PD days • Ed Services Folder • CPM PD days • ELA Lesson Study Agenda

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Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
SHS follows the districts protocols for supervision and evaluation. Plan for Professional Growth (PPG) which is given every year for probationary teachers and every other year for tenured teachers creates a plan for personal professional growth. In addition of personal PPG's, the school has created departmental PPG goals to work toward as a content area. The teacher evaluation procedures have helped lead to an increase in high quality teaching and student achievement.	• Model Continuation School • Administrators formal and informal observations

A5.   Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the school-wide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the school-wide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
All resources need to be aligned with the school's goals; based on the school's vision, mission, instructional focus identified critical learner needs, SLOs, and LCAP as outlined and described in the SPSA. To be able to support high academic standards and prepare students to be college and career ready, the administrative team, leadership team, and SSC are responsible for site resource allocation decisions with final approval by the District.	• School Budget • Title 1 Expenditures • Conference Agendas • PD sign-in sheets
Allocation of resources has been targeted to support high- quality teaching and to provide intervention resources for academics and college and career preparation.	
Resources have also successfully been allotted to content areas because we have seen an increase in ELA and math CAASPP scores and district benchmark scores.	
Additionally, rigor has increased as a result of Common Core Professional Development.	
In terms of the site budget, the principal and the lead secretary oversee school site funds and collaborate with the District to manage allocations and expenditures. The Smart-e-Tools online program tracks the budget. The District Business Office determines site budget and allocation for each classification of expenditure.	

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
AUSD gives the principal an annual budget. The principal meets with district personnel annually to review the budget. Any Title I funds must be approved by the District and the SSC, as well as be aligned with the SPSA. The District has a Director of Categorical programs who also oversees the school site LCAP budget. This includes Title 1, LCFF and General Fund. The District has implemented "Smart-e-Tools", a web based program that ensures all spending stays within allotted budgets. Title I funds have allowed us to provide effective and researched based interventions and instructional strategies for at-risk students. Because Title I is a federal program, schools are held to strong accountability measures and student progress is monitored annually to ensure they are making adequate yearly progress. Assessments are used to determine if current instructional programs are effective and what improvements may be needed, based on test scores. The assessments used for student performance and progress are the CAASPP for all 11th graders and CELDT for students that speak a language other than English. In terms of the site budget, the principal and the lead secretary oversee school site funds and collaborate with the District to manage allocations and expenditures. The District Business Office determines the site budget and allocation for each expenditure.	• Title 1 Expenditures • Annual Budget • CAASPP

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the school-wide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
The site and facilities are maintained to the highest possible degree to ensure a healthy student learning environment. The Facilities are maintained through LCAP monies and Bond Measure funding. Two years ago the Azusa community approved Measure K. There are ramps in accordance with ADA regulations. The security guard, administrators, and the school Resource Officer monitor the school and work directly with the District's Facility and Support Department to improve the overall safety of the campus. Emergency drills ensure that students are well-versed in safety procedures and those procedures are as non-disruptive to the learning process as is possible. To support the ongoing improved health of students, the food services have implemented healthy alternatives to school meals. This includes fresh fruit and vegetable options, and a variety of healthy choices. There is one part-time mental health therapist and one part-time school psychologist. Also, one on-site counselor meets with students to intervene when there is a crisis. Outside counselors are provided for students who need more ongoing mental health intervention.	• Work orders • Emergency drill calendar • Posted food menus

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
With the help from the District's purchasing department, every teacher has a laptop, Elmo, and an LCD projector. In recent years, through the use of Title 1 funds, Sierra has purchased multiple Chromebook Carts, supplemental ELA materials, and updated computer labs to reflect the technology of today. Every math teacher has a dedicated Chromebook cart and by the end of the year, each ELA teacher will have a dedicated Chromebook cart in their classroom to support student learning. The District has allocated LCAP monies for the purchase of Common Core aligned instructional materials and also updated support infrastructure for wireless technology. Within the last two years, the District has adopted a new math curriculum and ELA and ELD curriculum. Every student has a Google Account to facilitate learning and the school utilizes the free apps Google provides. Accelerated Reader is purchased and renewed every year for individualized reading comprehension quizzes, as is the Adobe Suite, and Microsoft Suite which too was recently upgraded.	• IAM science • Carol Jago • PLC Training • Counselor LACOE Network • CPM math • AP training • Full time counselor • Mandated Reporter Training • Math/English TOSA

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Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
The District's effective hiring system, evaluation program, and walk-throughs have helped our site maintain and recruit well qualified certificated and classified staff members (see sections Professional Staff and Governance and Qualified and Professional Development Criterion). In addition, Sierra High School excels in providing ongoing professional development opportunities for its teachers. Teachers attend a variety of trainings every year. Some of them include Literacy trainings, PLC training, the annual CCEA conference (California Continuation Education Association) AP training for World Geography, and Common Core trainings. The district held two staff development days per year to provide in-services for teachers.	• HR Data • PLC • Conference forms • PD Agenda

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Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the school-wide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
The most recent 2016 plan integrates the LCAP. District goals, professional development, trainings, resources, etc., are aligned to the objectives of this plan. School goals, SLOs, Mission, Vision, Instructional Focus, and SPSA are also based on the AUSD Strategic Plan and LCAP. We review and update the school goals and SPSA each year to address current student need and resources while still being aligned to the District's overall plan. Sierra routinely reviews multiple forms of student achievement data under each LCAP priority. Through SSC and school leadership team, critical student learner needs are identified and instructional needs are defined. The District annually evaluates the LCAP goals to determine the extent to which goals have been met. Based upon the status of the goals and stakeholder input, the District meets with stakeholders to review the data.	• Budgets • LCAP • AUSD Strategic Plan • SPSA

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ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Summary

Sierra High School serves as a model continuation school to its community and stakeholders. The school's mission, vision, and purpose serve not only the students, but also support the SPSA, LCAP, and district goals. SHS is fully committed to constantly analyzing and refining our policies to support the needs of all students. All teachers are highly qualified and effectively facilitate instruction to meet student academic needs. The environment promotes a healthy and safe campus conducive to learning. Clear evaluation procedures ensure that all professionals are continually learning and challenging themselves to maintain high expectations. Allocation decisions are supported by all stakeholders and support our commitment to student learning. Professional development decisions are based on student need, and have supported the gains in reading comprehension and Algebra passage rates. Sierra is committed to continually reflecting and improving in terms of professional development, practices and policies, communication, and evolving to meet the needs of the 21st century to ensure the success of students as determined by the school's mission, vision and SLOs as well as the District's LCAP.

Category A: Areas of Strength

- Model Continuation School
- SHS has a clearly stated Vision and relevant Student Learning Outcomes (SLOs) that serve not only the students, but also support the SPSA, LCAP, and District goals
- All teachers are highly qualified and effectively facilitate instruction to meet students' academic needs
- Clear communication and implementation of personnel evaluation procedures ensure that professional standards and high academic expectations are met
- Professional development is utilized as a vital means to support teachers and students
- SHS promotes and ensures a healthy and safe environment
- SHS is committed to continually evolve to meet the needs of our students as determined by the school's Mission and Vision statements, by our SPSA, SLOs, and the District's LCAP

Category A: Areas of Growth

- Teacher need to continue ongoing training to keep up-to-date with technology
- There is a need to increase student use of classroom technology
- Because of the recent state-wide cutback, there is a need to research sources for additional funding
- Continue to enhance the reputation of the school's mission and success within the district and community
- Improve access of students and their families to Board Policy or minutes

Section B

Standards-based Student Learning: Curriculum

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
Sierra uses current educational research to ensure that all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes. Strategies learned from Depth of Knowledge and Smarter Balanced trainings have increased the teacher's expectations of the students. The students' confidence and skill levels are improving because of those higher expectations. During PLC meetings, the instructional staff examines and discusses the curriculum, collaborates on student success strategies and share best practice. All PLC groups meet monthly to revise the curriculum to ensure student success. Math teachers use CPM curriculum along with SIOP and CAVI strategies. This is our first full year using the CPM curriculum and teachers expectations of students has increased and there is a feeling that students are performing at a higher level, especially for the students taking Integrated III. CPM teaching strategies focus on how students best learn and retain mathematics. Teaching strategies rely on the recommendations of the National Council of Teachers of Mathematics, and are based solidly on the methodological research in teaching mathematics. ELA teachers are participating in lesson study protocol with the district ELA TOSA. This is a professional learning process designed to keep student learning at the center of teacher collaboration and professional growth. Based on a Japanese model of collaboration, teachers jointly	• AAA • UC Portal • Textbooks • Student work • Course syllabus • Materials • Textbooks • Publisher materials • Course syllabi • iAMScience Training • Ed Service calendar • Course syllabi • Master schedule • Teacher observation • PLC minutes • CPM textbook Integrated Math Courses 1,2 and 3 • Sign in sheets for the training. • DBQ finished products

plan, observe, analyze, and refine lessons focused on long-term learning goals for students. All ELA teachers agree that this is leading to higher expectations and performance from teachers and students alike. Teachers have also participated in ELD framework training and Carol Jago training. Social Science and Science teachers have been trained in SIOP. The Science department is currently being trained in NGSS, which focuses on 3-Dimensional learning: science and engineering (SEP),practices, cross-cutting concepts, and core ideas. Sierra science teachers understand that science education should allow students to engage in practices that scientists actually use, in order to make learning more relevant to students' lives. The Social Science department has also been trained in DBQ writing. This training has allowed social science teachers to implement rigorous writing and thinking activities for students of all skill levels.	

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
All of Sierra's core classes are UC/CSU approved. Two elective courses, AP Human Geography and ASL, are also A-G approved. Math and English follow the Common Core Standards. Our CPM Integrated Math series is state approved and aligned with Common Core. We are in the final year of using our current ELA materials. We are in the final stages of the ELA adoption process. We are currently piloting Common Core aligned materials in English 1 and 2 and by next year all English courses will have new material that is aligned with Common Core. Social Science and Science uses a combination of the California State Standards and the Common Core Standards. Science teachers have been trained in Next Generation Science Standards but have not yet fully incorporated them into their curriculum There is articulation between Sierra and the two comprehensive schools on curriculum, common assessments, common scoring rubrics and best practices. Sierra's curriculum is built to meet all but one of the A-G requirements. We currently lack a second year of lab science. However, if there is a student who needs the class, arrangements can be made with Citrus College. Courses that address the college career readiness standards include: College Studies (which incorporates Naviance), ROP classes (Child Development, ASL, Administration of Justice, and Forensics).	• Master Schedule • CPM Course Adoption • iAMScience • District Professional Development Days

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Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.*

Findings	Supporting Evidence
Sierra's ultimate goal is to prepare students for success in their post-secondary education. It is not enough to prepare them to go to work or college, but to show them how to be successful in their endeavors and how to achieve to the best of their abilities. Based on this, student assignments, assessments and activities are aligned with the Common Core standards, the state standards and our school-wide learner outcomes. The Social Science DBQ project addresses many of the Common Core Literacy Standards which include citing text, analyzing primary and secondary sources, evaluating author's point of view, and integrating and evaluating multiple sources. The students are required to synthesize and analyze and then respond in both oral and written formats. This process encourages students to use critical thinking. In the ERWC course students acquire skills that will help the students excel on Community College placement exams. This course also highlights the Common Core Standards portion of reading informational text. Units include close readings and pre-writing activities that lead to essays where students can demonstrate their understanding, cite evidence, and support their claims in writing. The other ELA courses are similar to the ERWC except those courses include fictional reading which have included: Enrique's Journey, The Alchemist, The Crucible, Always Running and Night. Currently English 3 is technology driven. Students can write of their essays on Chromebooks using Google docs. Smarter Balanced interim practice tests are also done on the Chromebook. Students are becoming proficient with technology which coincides with Sierra's SLO about being an effective communicator through oral communication, writing and technology.	• Completed DBQ assignments • DBQ curriculum • Classroom assignments • Classroom presentations • Speeches • Essay writing • SLOs • Course syllabi • Student work

In Math, CPM is Common Core aligned and incorporates the mathematical practices standards. The curriculum promotes critical thinking, teamwork, and academic discourse between students. All units include structured mathematical tasks where students solve problems and discuss their thinking with others. The math department is focusing on student writing through reflections and explanations of their understanding in their math notebooks.

In Science students are following NGSS concepts. Students engage in investigations through the dissections of fetal pigs, frogs and earthworms and in communications through their lab write ups. There is also collaboration with the Art class through scientific diagrams. There is a long term goal to create a dissection manual using student generated illustrations.

Science classes address the SLOs in both writing and artistic expression in lab reports and student created systems models. All students are exposed to challenging content that prepares them for success in community college classes.

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
There is no formal integration between disciplines, however writing has been an emphasis school wide and the history department has implemented DBQs into their course work. History classes all use the same rubric to score the DBQ essays. There is also a district wide social science DBQ that is scored as part of the benchmark process. There are a number of cross-curricular integration of high quality teaching practices that can be found in all classrooms which include the SLOs, as well as reading and writing across the curriculum, close reading and annotation. Teachers, regardless of course, are expected to have their students reading and writing and incorporating the Common Core literacy standards. • Science, Art, and PE address content specific vocabulary, school climate, and are implementing cross-curricular anatomy lessons as part of their PLC process • APHUG teacher and a designated English support class teacher work together to meet curricular objectives. Students enrolled in AP Human Geography are enrolled in an ELA class where they work on reading and writing specific to that course. • The Art, History, and English teachers collaborated on the Butterfly project. Art and History created the art installation project. ELA students wrote found poems based on poetry written by Inge Auerbacher, holocaust survivor who visited Sierra as a direct result of this project. • History and ELA both do DBQs, but focus on different skills. ○ Some DBQs address math analysis and reading diagrams • Science makes use of math and writing • Math is expanding its focus on conceptual communication via writing Sierra has integrated an outsource curriculum with the offering of the Counseling 160 course from Citrus College. Students receive dual credit and can earn up to 10 credits at Sierra.	• DBQs • District DBQ rubric • PLC minutes • Student work • Master schedule • Yearbook photos • Newspaper article • Writing rubrics • Citrus College applications • Apex class roster

Sierra also allows students to take courses through APEX. Students who need more credit recovery than the school year can provide can complete these online courses to get back on track. Teachers are continually looking at ways to increase and develop cross curricular opportunities.	

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
AUSD English teachers have met monthly after school for an hour and half to align curriculum and writing for 9th grade, 10th grade, 11th grade and 12th grade. Two Sierra English teachers will be part of a district team for the next year working on curriculum alignment for all high school grade levels. AUSD has implemented district wide PLC days where departments met with teachers from the other two high schools to discuss common DBQs, curriculum alignment and the third year math requirement. Sierra participates in Early Decision with Citrus College. Citrus representatives visit our campus to administer the admissions placement test, provide FAFSA assistance and college application form training. In addition, Sierra students are enrolled in Counseling 160, a required course for Citrus that is newly offered on our campus. The College Studies students take a field trip to the local ROP campus to learn about the programs that ROP has to offer. We do not yet have a formal method of following student success after they leave Sierra. Students do come back to visit or are friended on Social Media. The school board voted on 1/17/2017 to adopt an alumni tracker to measure college enrollment and graduation rates for high school classes and individual students providing a clear benchmark for college-going rates and persistence post high school.	• District Ed Services calendar • Sign in sheets • District Calendar • School Calendar • Master schedule • School Board minutes

Due to the structure of the program, all students attending Sierra High School must go through an admissions process. Counselors from the two comprehensive high school communicate with Sierra's counselor and Principal and discuss students who are in need of credit recovery and who will likely succeed at Sierra. This collaboration process ensures students are in a least restrictive environment and ensure all accommodations can be met at Sierra with the accelerated pace of learning. Like the articulation of the comprehensive schools during intakes, Sierra's counselor works with admissions counselors at the local community college and some technical schools to keep up to date with expectations and to bridge the gap from a continuation high school to post-secondary success.	

B2.   Access to Curriculum Criterion

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Sierra High School provides many opportunities that ensure students become aware of post-secondary options so students will be able to pursue a full range of college and career goals. The school counselor meets with seniors to provide guidance and support for life after high school. The school counselor collaborates with ESGV ROP, Citrus College, Mt. Sac College, FIDM, and other schools that students are interested in. These schools come and provide information to interested students. Every year, SHS provides the field trip opportunity for students to visit local post-secondary schools. In addition to the counselor providing college/career information to students, Sierra hosts a yearly school college and career fair that presents various careers and colleges of students' choice (often students complete a survey of what careers and colleges they would like to observe and/or learn more about).	- ILPs - College admission records - Field trips - College and career fairs - College and Career Flyer Calendar with upcoming visitation from various colleges - Master schedule - Guest speaker sign-in sheet - Master calendar - Course syllabi

Sierra uses Naviance in its yearly College and Career course which is offered to seniors. This online program assists them with finding jobs and colleges within their interests. There are various assessments that students complete to better guide them with their college and career choices. Military recruiters frequently visit this class. All seniors and their parents are invited to attend a FAFSA workshop where we not only inform families of requirements, but also assist them with completion of the necessary paperwork involved. Students in the Law, Forensics, Early Child Development and ASL are provided insight into the employment opportunities in these fields. Sierra partners with Azusa Pacific University in the Options Outreach Program. These students assist with resume writing, interview skills, and insights on careers and college life. We have expanded the scholarship team and have been able to expand the number of scholarships available to students at Sierra. Sierra has offered the PSAT to any student who wanted it for the past two years. Beginning in 2017-2018 all students at Sierra will take the PSAT.	• Scholarship award letters • Senior awards ceremony • Master calendar

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
All classes are available to all students as long as the class can be fit into the student's schedule and is a student need. Students needs are identified through the ILP process and by the Counselor. Classes adhere to Common Core standards and the curriculum is relevant and rigorous. Teachers at SHS have met with their department chairs and have revised course syllabi to align with the Common Core standards and college-career readiness standards. As a staff we have focused on identifying key standards, making content relevant to students lives, and are in the process of vertically aligning curriculum to ensure there are no gaps in the curriculum provided by Sierra. Sierra participates in the district's benchmarks and assesses the student learning to the high level of rigor that is expected throughout the district and from the comprehensive schools. Sierra has made it a priority to give students access to real world applications by making work relevant and identifying assignments that give students exposure to work that they will see after high school. A few examples being public speaking, resume and cover letter writing in Career Class, Unit Projects given in AP Human Geography, critiques in art, ROP Law case file portfolios, collaborative projects, and working for clients in Mural. Language arts uses technology for district assessments whenever possible. Sierra has a full time RSP teacher and two half-time RSP aides. They ensure students with Learning Disabilities have equal access to all the same curriculum and post-secondary education opportunities. All students that fall under AB216 have specific opportunities to attend meetings and qualify for a reduction of credits to graduate. Teachers modify instructions to accommodate English Language Learners. All teachers are either certified with a CLAD or SB395. Teachers have been trained to use SDAIE, CAVI, and SIOP.	• Course syllabi • First day rotation schedule (ILP) • District Calendar • PLC minutes • Student work • Human Resource Records • Time sheets • Lesson plans • Training schedule • Training records

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. In orientation, students attend the first session with their parents. The principal does an overview of the school's philosophy, rules etc. Students take the reading test, review their transcripts and complete a credit check, review the handbook, and write a summary of goals and objectives while enrolled at Sierra. Students and parents can check the student's grades in each of their classes and monitor their progress toward graduation via Aeries. The school counselor meets with students twice a year to review junior college admission requirement and review the student's progress toward graduation. Parents and students with special needs are involved with the school staff before and during IEP meetings to discuss student's path to graduation and to form a plan for life after high school. The goal is to provide a partnership between the administration, parents, teachers and students during the student's time here at Sierra school so their needs are met.	• First day rotation schedule • Aeries • Counselor's calendar

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
The programs and strategies that Sierra uses to help facilitate students to post secondary endeavors include Early Decision with Citrus College, one on one FAFSA assistance from the Counselor, PSAT for all Juniors, the College and Career class, Representatives from ROP and local colleges attend our report card nights, the Citrus College Counseling 160 class helps students get their foot in the door at Citrus College. Special education teachers meet with their students with special needs prior to graduation to discuss path after high school and to review goals regarding transition. Students can take their exit IEPs to the community college and receive further support there. Every January Citrus College presents an application workshop to all Seniors. Field trips are also offered to Citrus College. Based on transcript request about 20 students per year complete the the Early Decision application. Anecdotally, about half of those students enroll. Based on informal interactions we know that students have gone to the military, culinary school and several junior colleges. Some of the students have transferred to a four year university and earned degrees. Others have started their own businesses. We don't know exactly how effective our strategies are for post secondary endeavors because we lack a formal tracking system to collect that data.	• Master Schedule • Class rosters • Report card night • Parent meeting • Counselor sign in sheets • Exit IEP/Transition plan • School calendar • Informal survey • Teacher observation

ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Summary

Sierra High School has made great strides in implementing the Common Core State Standards and ensuring students have a standards based curriculum that ensures college and career readiness. As a School, SHS has proven to be creative and resourceful when lesson planning to ensure students scaffolding needs are met and standards are being taught. Sierra is committed to continuing the work of ensuring standards-based curriculum is being taught in all content areas, as well as increasing the rigor and relevance in all classes to ensure a climate of high achievement.

Category B: Areas of Strength

- Teachers have been trained in a variety of current researched based curriculum strategies.
- Students have access to a standards based curriculum.
- There is articulation between Sierra and its feeder schools and to the community college.
- Sierra has programs in place to help facilitate student's transfer from high school to college/career.
- There is cross curricular integration between many of the courses at Sierra.
- Students participate in the planning of their educational plan.

Category B: Areas of Growth

- A better system is needed to track students progress in their college and career endeavors.
- Expand the participants in our college and career fair.
- Continue the work in implementing CCSS into all courses.

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Section C

Standards-based Student Learning: Instruction

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes, all students are involved in challenging and relevant learning experiences.

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
Students are involved in challenging and relevant learning to achieve the academic standards and the school-wide learner outcomes. Challenging learning experiences are supported in classrooms with activities that promote individual engagement and group cooperation. Teachers used a student work rubric and peer classroom observation form to examine the extent students are involved in learning, and to measure the degree standards and learner outcomes are being addressed. Student work samples are discussed in PLCs to determine to what extent they provided a challenging learning experience and, therein; how well they addressed the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes. Challenging learning experiences are supported in classrooms that promote individual engagement and group cooperation. Students are enrolled in classes that meet the A-G requirements, including an initial offering of AP Human Geography. Special Ed students (RSP) are mainstreamed into classrooms, with support from their special education teacher.	• Peer observation forms • Student work rubrics • Student work samples • Current work posted on bulletin boards • Classroom observations (formal and informal) • PLC Notes and evidence • DBQs • AP Human Geography with an English support class • Class rosters • RSP aide schedules RSP sign in sheet

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
Teachers use various methods to communicate expected performance levels, content standards they must achieve to demonstrate proficiency. Eighty-seven percent of students of students feel that teachers communicate classroom expectations. Students are informed of standards in a variety of ways via posted daily schedules, agendas, standards listed on the whiteboard, verbal reminders, and lessons designed using the standards Students are provided with multiple resources in order to recognize the standards and expected performance levels that they must achieve to demonstrate mastery, and/or progress towards mastery. Resources include course syllabus and outlines, assignment rubrics, student handbook, and detailed instructions (both verbal and written). Student friendly learning objectives are written on the board, included in journals, included in text and posted in class. All teachers have been trained Effective Element	• Content standards • Student Survey • Posted lesson objectives or agendas • Assessment rubrics • Models • Exemplars • Syllabi • Student survey

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
SHS instructional staff members differentiate instruction and evaluate its impact on student learning. All teachers have access to computers, document cameras and LCD projectors which affords them the opportunity to use multimedia as part of their daily instruction. Differentiated instruction is a focus at Sierra High School to insure that all students have universal access to curriculum and address each student's individual needs.	• Observation documents • Student work samples • Training sign-in sheets

The math department has been trained in College Preparatory Math (CPM) teaching strategies and is focusing on facilitating collaborative group learning. Desmos graphing software gives students opportunities to access differentiated material by removing computational roadblocks. Math and science teachers use Student Instruction Observation Protocol (SIOP) and CAVI. Language arts is in an adoption cycle and is piloting an ELA program with a built in ELD component. ELA uses online reading and writing programs such as: Accelerated Reader, My Access, and Newsela to give students opportunities to access differentiated material. The ELA and math classes have dedicated Chromebook carts which facilitates the use of online programs and technology. Sierra is in the process of increasing the number of Chromebook carts for other disciplines. Examples of strategies include: Marzano and Kagan strategies, Depths of Knowledge, Differentiated Instruction, hands-on projects, visual aids, posters, presentations, DBQs, simplified note taking, manipulatives, and peer assistance. Also, all teachers are CLAD certified or SB-395 trained and incorporate the techniques and methods learned into daily instruction. The GATE teacher provides the staff with instructional strategies to meet the unique needs of the GATE student. The RSP teacher provides each teacher with the IEP for all RSP students and also supports students throughout the day.	• District training sign-in sheets • Student learning forms • Credit completion rate • CST data • CAHSEE data • Lesson plans

2.   Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
All teachers are current in the use of instructional content taught and research-based instruction. Teachers are continually working to improve their instructional strategies. The district has provided training in CPM, CAVI, DBQ writing, iAMScience, Essential Elements of Effective Instruction, and SIOP. Teachers collaborate via PLCs, both at our school and across the district, where they share best practices. Members of the English department participate in the district wide writing project. Technology assists all teachers in both presentations of materials and student work. Sierra teachers have participated in the district trainings that support the implementation of technology in the classroom on topics such as Google Apps for Education, Hapara, and the use of Chromebooks in the classroom. On their own, teachers have investigated and used: YouTube, Desmos, Newsela, document cameras, Prezi, StudySync (McGraw Hill), Chromebooks, Google classroom, Hapara, Turning Point student responders, Kahoot!, Remind101, and other resources. Sierra has a 35 station computer lab which essentially can accommodate two classes at one time. With the advent of the Chromebook carts, the computer lab availability has improved. The computer lab can be used for presentations, research, testing, essay writing, career research, desktop publishing, wikispace creation, and yearbook writing.	• Lesson plans • Writing samples • Student work

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
Teachers at Sierra use a variety of coaching strategies to facilitate learning. The essential elements of effective instruction, which all teachers have been trained in, encourage a balance between teacher and student talk time. Some teachers use equity sticks to ensure equitable questioning, think-pair-share to provide all students the opportunity to contribute to the classroom discussion and in CPM each student is part of a study team and is given a role. Each role has an active part in the learning process. A variety of programs offered at Sierra allow teachers to engage with students in a coaching capacity. We offer tutoring after school, Project based learning includes the Underdog mural project, leadership, and yearbook classes. ELA teachers use StudySync to guide students to higher level independent practice in reading and writing responses to informational text. Student based group projects and presentations in US, World History and Human Geography also incorporate coaching in the instruction process.	• Tutoring sign-in rosters • Mural class roster • Mural unveiling programs • Yearbooks • Leadership events • Class rosters

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels in all content areas. Students use prior knowledge to investigate and draw conclusions about new concepts. Math uses a variety of tools: graphing software, manipulatives, modeling, presentations, posters to give students opportunities to research, extend, and communicate their mathematical understanding. Students read and respond to text (at a higher cognitive level) using text dependent questions in ELA that require students to support their responses with references from the text. ERWC classes are offered to every senior at Sierra. Social science students complete at least two DBQs per semester where they are required to analyze multiple documents and synthesize that information into a multiple paragraph essay that answers a specific question. Students have also completed research papers on important Supreme Court decisions, The Civil Rights Movement, and topics concerning Human Geography. Science is implementing the Next Generation Science Standards which focuses on science and engineering practices.	• CPM lessons • DBQ essays • Student submitted work • Teacher observations • Electronic submissions • AR 360 records

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings. In social studies students complete multiple DBQs per term in which they analyze documents, form conclusions, and defend their arguments in persuasive essays. Prior to writing the essays students engage in a "Thrash Out" where students verbally debate their position. In math, students keep a math journal where they show their thinking as they work through daily performance tasks. Students share their work through group work and whole class presentations. Using the group work concept, which is a key component of CPM, students work to discover and make connections between their prior knowledge and new material in order to allow students to validate their understanding. Every mural begins with a student created design which includes problem solving, color theory, scale and dimension modeling, and presentations and interactions with client. In ELA students read multiple sources and transfer information in synthesizing their responses. Science students perform experiments and write lab reports detailing their use of the scientific method.	• CPM group work • DBQs • History projects • AP HUG • Mural design • ERWC essays argumentative essays • Biology labs

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the school-wide learner outcomes.*

Findings	Supporting Evidence
Students use graphing software (Desmos) and virtual manipulatives to investigate functions and relations in math. Students in history perform research and prepare papers using internet sources and then use word processing and publishing software. They have created Powerpoints, made brochures and wikis. The district is preparing to roll out student Google Apps for Education accounts which will enable students and teachers to share and collaborate on documents. ELA uses AR 360, Newsela, and word processing software in reading and writing. Science students use microscopes to support learning in Biology and Physio/Anatomy. AP Human Geography students have used Prezi to present the program at Parent Night and in their class assignments. Students design, create, and submit the school's yearbook online.	• Chromebook carts • Computer lab • Software • Student work yearbook

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
Science students have opportunities to perform dissection and participate in teacher created labs, including a CO_2 respiration and liver enzyme study. They create physical models of the solar system and design allegorical models of cells. NewsELA, AR 360, DBQs and ERWC both use data-based original source documents. Teacher created workspaces in Hapara allow students to digitally access instructional materials, share documents, and work collaboratively in the classroom as well as compose their writing in a digital format that can be submitted electronically. College Preparatory Math (CPM) tasks involve hands-on discovery activities that lead to deeper understanding of mathematical concepts. Art students have multiple opportunities for field trips and outside art activities at various locations. SHS holds an annual outdoor chalk festival and invites former students and community members to judge entries. The Underdog Mural Project has been commissioned to create community murals. GATE students held fundraising projects to support education in the Middle East. Students have created nature art in our local national forest, and a fruits and vegetables color wheel at a local grocery store. This year the inaugural 30 Days of Compassion project took place. The leadership class organized a beach cleanup day sponsored by the Mayor of Azusa. Students cleaned up Seal Beach which is where the San Gabriel River, which originates in Azusa, deposits into the ocean.	• Science lab reports • NewsELA teacher records and reports • AR360 data • ERWC essays • Social media posts • Math notebooks • Posters and classwork • Art photos • Newspaper coverage • Student created postcard sales fundraising and donation records • Yearbook entries

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
Currently Sierra offers ROP Child Development, Forensics, Criminal Justice, ASL I & II. Sierra has created a relationship with Blizzard Entertainment in Orange County. Students were afforded the opportunity to travel to this campus and see firsthand how games and movies are developed. This year, Sierra has partnered with Citrus College to offer Counseling 160. This class is open to all students and currently three sections will be offered. Students will earn dual credits. Azusa Pacific University offers the Options Program. APU students provide a six week mentoring class dealing with life and job skills. APU has also partnered with the English department to provide university student tutors for students During report card nights various Career advisement at report card nights In art, representatives from the Art Institute of Los Angeles have spoken to classes about career opportunities in the field of art. Through the Career Exploration class students interact with guest speakers who come from various career fields. Students have access to Naviance which allow the students to research post secondary opportunities, create resumes and search career fields. The ROP Law Forensic class travels to the Central Jail in Los Angeles to explore the many facets of what happens in this facility.	• ROP law field trip to the Twin Towers • Naviance guest speakers • Naviance reports • Field trip records and photos • Master schedule • Class rosters • APU rosters • Art class records

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Summary

Students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes. SHS instructional staff members differentiate instruction and evaluate its impact on student learning. Differentiated instruction is a focus at Sierra High School to insure that all students have universal access to curriculum and address each student's individual needs. Math is using current instructional techniques; due to a shift in focus, students are expected to explain their thinking either in writing or verbally. Because reading and writing are identified as critical learning needs, writing is a focus at Sierra. All students are presented with DBQs, online writing in Google drive and Hapara, and writing opportunities across the curriculum. Since our last WASC visit, technological resources are more available to all students for access to the aforementioned online programs.

Category C: Areas of Strength

- Technology
- Writing across the curriculum
- Up to date instructional and engagement techniques
- Differentiated instruction
- Service learning opportunities throughout the year

Category C: Areas of Growth

- Career elective/program
- Continue CPM training
- Relevant and timely technology training
- ELA curriculum adoption training
- Increase student understanding of what expectations are in and out of the classroom to achieve SLOs
- Increase student participation in academic interventions

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Section D

**Standards-based Student Learning:
Assessment and Accountability**

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the school-wide learner outcomes.*

Findings	Supporting Evidence
At the start of each year the staff would meet to review, analyze and discuss the previous year's data and plan for the upcoming academic year. That data included the CST results for each subject, information about individual student performance, CAHSEE results and student's academic performance by teacher (grades). Since the removal of CSTs and CAHSEE and with a new focus from the administration we are in the process of modifying our data analysis. This past year there was no school wide analysis of data but instead data was reviewed by departments. Departments meet monthly to PLC to analyze student work, share assessment results, and monitor student progress. ELA State and National: Students (juniors) take the smarter balance test in ELA in May. Data was available for the school site to analyze in August. The ELA department examined the data and modified instruction to develop the independent skills needed for success. Over the course of the year, teachers administer district assessments. The results of these assessments are entered into EADMS. Teachers disseminate the results with students. The results of these exams are used to plan curriculum and tailor lessons throughout the year.	• Staff development agendas • Staff meeting agendas • PLC notes • SBAC results • EADMS • ED Services ELA shared folder • STAR reading results • IAB results • District calendar • Data protocol • TOSA minutes • TOMS data • District web site • MDTP rosters and results • Testing calendar • PLC Agendas and Minutes • Writing samples

Local: ELA administers three District writing assessments: STAR Reading Test, Interim Assessments, and Performance Tasks
 	
    A. The STAR reading test- indicates what the reading level of each student is at the beginning of the year and it is administered again mid-year and at the end of year to measure growth.
    B. Reading and evidence based writing assessments. (CAASPP) 10th and 11th grade use official SBAC interim assessments to provide them with a preview of what to expect on the formal SBAC.
    C. Practice performance tasks that mimic the SBAC format.
 	
Data protocol is used on assessments B and C at the district level.   All the writing is hand scored and the ELA department PLC together to come up with ways to improve scores.
 	
The ELA department is also doing monthly site PLCs facilitated by the English TOSA using this data, common formative assessments, and student work samples to drive instruction and improve student skills.
 	
Math
State and National:
Students (juniors) take the Smarter Balanced test in math in spring. Data was available for the school site to analyze in August. The math department examined the data and modified instruction to develop the independent skills needed for success.
 	
Over the course of the year, teachers administer district assessments. The results of these assessments are entered into EADMS. Teachers disseminate the results with students.
Three district benchmark assessments include:
 	
    A. An online test in EADMS used core problems from CPM. Some questions were hand scored by teachers and the data is in EADMS
    B. CAASPP interim problems. All math students take an interim assessment to provide them with a preview of what to expect on the formal SBAC. The scores get uploaded into EADMS by the district and score reports are also available on the CAASPP site.
    C. Math diagnostic placement test. Grade/math level readiness test. Teachers receive data the following year to evaluate the strengths and weaknesses of the class.
	• DBQs
	• Teacher gradebooks

Science 10th grade students take a yearly CST science test but the school does not evaluate the data due to the small number of students who take the test. This year Sierra will pilot the CAST test to seniors. For the past few years all science classes have been taught by one teacher so he has not been able to PLC with others regarding science data. The science teacher, art teacher and Physical Education teacher PLC together. Together they have decided to focus on procedural writing in each of their subjects, adjustments are made based on data analysis. Social Science The district has implemented a DBQ writing program to improve analytical and writing skills. Starting in the fourth grade all students analyze a DBQ packet and write a DBQ essay. At the high school level, students are required to do two DBQs a year, which will be graded with a common rubric. Teachers will discuss results at the site and district level. Results will also be shared with students. The U.S. History teachers have six common formative assessments that they use to monitor student progress and modify instruction. These CFAs are analyzed and discussed during the PLC meetings. In previous years we had data from the CSTs broken down by subgroups. Although EADMS has the capability to do this, we have not made subgroup analysis an area of focus. We have not used the data to analyze ethnic, socioeconomic, gender or any other subgroup. Aeries/EADMS, student outcomes	

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.*

Findings	Supporting Evidence
"Coffee with the Principal" is held every other week where parents meet with the principal and community liaison to discuss and tour the campus and visit classes that are in session. This allows the parents to see what their student is doing in our school. English Learner Advisory Committee (ELAC) Parents involved in ELAC are given current information regarding CELDT testing and results, reclassification guidelines, reclassification rates, AMAOs, AYP and pertinent information regarding testing standards. ELAC meets at least three times a year. **Scholarships:** Students apply to various groups for scholarships such as the Julie Inman Courage Award, UMAYPA (United Mexican American Youth and Parents of Azusa), American Red Cross, Citrus College Bright Scholar, AEA, AMA, Soroptimist and various local scholarships. Scholarships are awarded to the students by the groups on our campus at the Sierra Senior Awards Social. Parents, school board officials and district representatives attend. Representatives from each organization presents the awards to the students **Awards ceremony**: Sierra conducts an award ceremony after each trimester honoring academic achievement, effort and behavior. Parents, district employees and school board members are invited to attend. **Student School board Representative**: Every year a Sierra student represents the school at a third of the school board meetings. They attend the meetings and they cast a non-binding vote on the open meeting agenda items. **Principal's newsletter:** The last several years Sierra has published a quarterly newsletter that was mailed to all	• Sign in sheets • ELAC agendas • ELAC parent sign-in sheets • Graduation program • Awards social invitation list • Scholarship awards program • School Calendar • School board minutes • Newsletter • District Facebook page • District app • Murals at: Azusa City Library, Veteran of Foreign Wars, Memorial Park, Gladstone Street School, etc. • District Office • Student survey

parents. Topics included the various happenings at Sierra, tips for success, messages from the Student Resource Officer, counselor and Assistant Principal.

Social Media: The district highlights Sierra successes on the district webpage, Facebook page and Twitter feed. Sierra also has a dedicated web page that updates parents and the community of activities at Sierra.

Murals around the city: The Underdog Mural program headed by Elaine Stricklin has been commissioned over the last two decades to create dozens of murals that are displayed throughout Azusa.

Hands across Azusa: Students participate every year in the Hands across Azusa city writing competition. Students write essays or poems related to a tolerance based theme. The last few years Sierra has performed well and has won several of the competitions.

Aeries: Students and parents are able to check their grades on a web based parent/student portal. After a slow start, student access to Aeries has increased. According to our student survey, over 78% of students check their grades through Aeries. The community liaison and the computer aide have been very helpful in getting more students on the portal. During the course of the year, students who have lost or forgotten their ID are brought in by the Community Liaison and given their login credentials.

Teachers also email student progress reports to parents who do not access their Aeries accounts.

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Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
All teachers use the Aeries online gradebook that students and parents have access to. Most teachers grades are based on the standard grade scale of 90% =A, 80%= B, 70% =C and 60% =D. Students earn five credits if they receive a D- or higher. Our counselor regularly reviews student transcripts to ensure that students are placed in the classes necessary to their graduation. Students have their ILPs in their possession and can review their progress at will. Sierra has a trimester system so students can earn up to 90 credits per year. Each trimester has two progress reports. The first progress report happens at the six week mark and coincides with a report card night, where parents can meet with teachers and discuss their student's progress. The next progress happens at week nine and is mailed to parents. This is the second year Sierra has done two progress reports during the trimester. District benchmarks are given in Math and Language Arts and are tied to the curriculum and inform our teaching. Teachers have access to the scores in EADMS and are able to use that data to reteach standards that the students did not master. The Social Science department uses Common Formative Assessments to determine mastery of standards and to drive instruction. The Art and Science department use practicum assessments such as finished art projects or science lab reports to monitor progress or to determine mastery. Most subjects have a summative final exam.	• Aeries online gradebook • Aeries visitation screen • Master schedule • Student transcripts • Report card night schedule/agendas • EADMS • Completed CFA • Gradebook • Finals schedule • Completed ILP • Page three of student agenda • Master schedule • PLC meeting notes • Grade distribution report

Findings	Supporting Evidence
Each student has an ILP created by the counselor that helps them track their progress toward graduation. Students at the beginning of the year are given their transcripts and are walked through their own ILP so they can also monitor their progress. Aeries provides this information to both students and parents.	
Sierra uses Naviance with regards to career assessments, resume writing, and performing both college and scholarship searches.	
In the past there were regular school wide and individual grade analysis to provide teachers information regarding failure rates per trimester. Teachers would then use the information to adjust instruction for future classes. Currently, we have found that the PLCs have helped the teachers to analyze student failure rates in a more practical way. Research shows that positive change occurs from within, as opposed to top-down mandated change.	

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
Teachers use a variety of formal and informal assessments to evaluate student learning. These include CFAs, benchmarks, unit exams, quizzes, equity sticks, ticket out the door, student work on board, student presentations, essays, notebook checks, final exams, portfolios, projects, one on one questioning, Hapara Workspace and other forms of student observation. Some teachers utilize assignment rubrics and/or additional evaluation tools to access student work on a given assignment and/or projects.	• Student work, gradebook • EADMS • Classroom observations • Rubric in student agenda • Finals schedule • District benchmark calendar • Results in EADMS

Finals are administered school wide at the end of each trimester. Students are on a modified block schedule for finals to allow extra time for the exam and to emphasize their importance to the school. District benchmarks are given in the math and English classes three times a year. Math Teachers administer appropriate assessments in the math classes, including quizzes, group tests, individual assessments and projects. Additionally, they participate in the district's benchmark process as follows: The first benchmark is a summative College Preparatory Math (CPM) test to determine how well students are performing in chapter one. Teachers meet at their sites to analyze the data and discuss effective teaching strategies. The second benchmark is the Smarter Balanced interim assessment. The third benchmark is the MDPT math placement exam to determine students appropriate placement for next year. English The first benchmark is the STAR Reading Diagnostic test which is used to provide actual reading levels of students and it also checks on the three identified power standards. All English teachers in the district meet on a set day to do data protocol and reflect. The second benchmark is the Smarter Balanced interim assessment for informational text. This is also reviewed district wide. The third benchmark is a performance task developed by the district. This assessment is reviewed during the district PLC. Common Formative Assessments (CFAs) are given in courses that are offered by more than one teacher or subjects that have the same standards. The CFAs are given approximately once a month. History The district has steps in place to implement a district wide writing assessment using common DBQs. Here at Sierra the practice of using DBQs is well established. One of our teachers is a DBQ trainer. All teachers have given the assigned district wide DBQ, but a district wide meeting date has not been established.	• IAB Assessment data • Gradebooks • STAR report • EADMS • PLC minutes • Teacher gradebooks

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
All teachers at Sierra use formative and summative assessments to guide, modify and adjust instruction. Math teachers review test scores to determine specific areas of need for their students. CPM focuses on mastery over time, which means that topics will recur throughout the course. As we continue in our CPM adoption, teachers are fine tuning the delivery of the lessons to improve student mastery. Social science and English departments use quizzes and CFAs to evaluate student understanding of concepts, skills, and needs for reteaching.	• Gradebook • PLC minutes • ELA TOSA responses • District calendar • Student work • Tutoring sign in sheets • Student work • Teacher gradebook • PLC Agenda • Assignment outcomes
Due to the time constraints of the trimester system, there is not always time allowed to reteach. Therefore instructional refinement takes place over the course of the school year. A de facto reteaching process occurs with the tutoring sessions after school.	
All departments meet at least once a month in Professional Learning Communities. In these meetings, teachers reflect on data, instructional practices, upcoming assessments, and how to improve student performance.	
Art classes write every Wednesday about an artist or a concept. Feedback is given to help students become better writers. On their projects, informal observation is also used to determine if students are mastering a concept or skill. If not, the skill or concept is retaught. Assignments are differentiated per the student's skill level.	
Science, Art and PE PLC together. Along with procedural writing emphasis they also discuss common students and instructional strategies that have been effective in motivating them.	

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the school-wide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
Based on student survey given in February the student-teacher interaction regarding monitoring student progress is effective. Almost all students agree that teachers work hard to ensure learning, provide information about graduation status and communicate course standards and requirements. • Eighty-seven percent of teachers work hard to ensure student learning • Eighty-five percent of teachers give information about graduation status • Eighty-nine percent of students know standards being taught • Eighty-eight percent of students say teachers clearly communicate course outlines, grading methods and test requirements. Although 84% of students say they know the student learner outcomes, only 79% say the school curriculum prepares them for college. An open ended question that asked students what is required to apply for college shows that many do not truly make the connection between coursework in high school and college. Although computers are available in every classroom and the computer lab, only 78% of students check their grades on Aeries. 60% of students say teachers discuss grades with them on an individual basis.	• Student survey

D3. Using Assessment to Monitor and Modify the Program School-wide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

School-wide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
With the support of the district and community which includes the school board, staff, parents, district office personnel and the students, Sierra High School has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the Student Learning Outcomes. District benchmarks, unit exams, finals, quizzes and student performance assessments are assessed and monitored via gradebooks and report cards. The Azusa Unified School District supports the monitoring and assessment process by permitting an instructional minutes schedule at Sierra High School that allows early releases every Wednesday so teachers can meet in their PLC to reflect on data. There are effective processes to keep the district office, school board, and parents informed about student progress toward achieving the academic standards and the student learning outcomes. A steady number of parents are attending the three report card nights held throughout the year. Sierra High School informs parents of the student's progress of standards and SLOs through a variety of methods: • Students and parents both have access to AERIES. • Parents are asked to participate in meetings as requested by the school administration and teachers. • Teachers send information to parents via Blackboard. • Printed progress reports are sent to parents who then reply/return signed notification. • Posted grades in classroom. • Progress reports with missing assignments.	• EADMS • Aeries Gradebooks • Master schedule • Master calendar • Report card night sign in sheet • Blackboard • Community liaison • LCAP agenda • District website • SSC agenda • Coffee with the Principal sign in sheets • ELAC agenda

District staff, community members and parents are included in LCAP meetings for awareness of all assessments. School Site Council meetings times and agendas are posted in advance to inform parents and community members about upcoming meetings. There are also parent members on the SSC. Sierra High School has Coffee with the Principal monthly where parents are informed of the goings on at Sierra. Parents are also taken on a tour of the school and are able to observe classes in progress. ELAC meeting occur tri-annually where parents of English Language Learners have the opportunity to learn about their rights and give input.	

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
The method in which Sierra High School analyzes data has changed since the advent of Smarter Balanced. In the past we reviewed CST scores as a staff at the beginning of the year. That analysis helped drive instruction for the upcoming year. Now SBAC data, which is available on the district website is examined in departments. This data in helps shape the focus of our instruction, particularly in English and Math. EAP has been a vital part of the English program and the data was reviewed annually. As part of our evolving college school culture we are now administering the PSAT on our site, which we have not done previously. The past two years it was available for any student who elected to take it, however, beginning next year we expect every student to take the PSAT. Some students have signed up for the SAT this year. With more students taking the PSAT we are hopeful this will lead to an increase of students who take the SAT. The PLC model allows us to analyze assessments within the curriculum that affords us the opportunity and data needed to modify instruction. Due to staffing changes we no longer have ELD courses. Staff is aware that we have ELL in our classes and scaffold lessons to support their learning.	• PLC agenda • First staff meeting agenda • PSAT participation roster • PSAT scores • SAT scores • Master schedule

School-wide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
The goal of Sierra is to constantly look at curriculum and instructional practices, with a goal of increasing rigor across all disciplines. With the transition to Common Core standards our curriculum has been revised to be aligned with these standards and to better prepare students for college and career readiness, student learning outcomes, and SBAC testing. The transitions to Common Core standards has been made easier with support from the district office and the administration. PLC time has been utilized to address what changes are to be expected. The transition from previous standards to Common Core has created more opportunities for professional development trainings at both the school site and district level. With new information coming in from CAASPP, we will now have baseline data to work from to improve and make changes to our curriculum. All teachers at Sierra are focusing on writing because test scores show that students need to improve in writing to explain and support their reasoning. All juniors are placed into an English elective course that parallels SBAC rigor. Students are given more computer time in work similar to the demands of the SBAC in order to increase their academic stamina.	• Course outlines • Bell schedule • District professional development days • BEAL training • Carol Jago training for all ELA teachers • NGSS via iAMscience • Master schedule • CAASPP results

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D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
Graduation requirements are set by the district. They have changed since our last WASC visit. AUSD eliminated the Health requirement, and increased the math requirements from two years to three years. The total number of credits required did not change, but the focus of the district has been to increase academic rigor.	• Board policy • Teacher syllabus • Teacher gradebook • AR program
Based on teacher input from the three high schools, along with support from the College and Career pathways director, a change was made from the traditional math sequence to an Integrated Math pathway.	
Sierra has always struggled to assign effective homework. Most teachers try to assign work that can be completed in class. Although there is merit in the idea that homework teaches responsibility and gives students opportunities for practice, the reality is that many of our students do not attempt or complete homework, for reasons beyond the school's control. ELA department uses AR novels for homework.	

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
Sierra takes test security seriously. All secure test materials are locked in the office when not in use. During CST/CAHSEE testing all materials were accounted for while in use. Staff members sign security affidavits and proctors clearly understand their role in ensuring test security. During standardized testing, electronic devices are collected and kept secure during the testing period. Student seating arrangements meet the test requirements.	• Affidavits • Keyed cabinet • Testing observations

ACS WASC Category D. Standards-based Student Learning:

Assessment and Accountability: Summary, Strengths and Growth Needs

Summary

Sierra uses a variety of assessments. Over the years, we have morphed looking at data from a whole school perspective to individual departments.   As part of our PLC work, we focus on data analysis within these groups. Greater emphasis has been placed on informing stakeholders about student achievement. As a result, we have increased the number of scholarships our students apply for and receive. We have also seen more and more parents accessing their student's grades and progress. Sierra teachers use a variety of assessments to evaluate student learning. Sierra actively strives to meet the needs of all students in the areas of assessment and accountability. The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Category D: Areas of Strength

- Sierra uses different assessments based on learning style.
- Staff analyzes student performance through staff and PLC meetings.
- Assessments guides instruction.
- Each subject uses common assessments.
- Use of Chromebooks to mimic the SBAC performance tasks
- Parent/community communication via Aeries, awards ceremony, student emails, scholarships and Coffee with the Principal.

Category D: Areas of Growth

- Need for school-wide data PLC.
- Utilize EADMS reports to disaggregate data for subgroups such as: English language learners, socioeconomic status, and students with disabilities.
- Time allotted for reteaching.
- Intentional SBAC score analysis.

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Section E

School Culture and Support for
Student Personal and Academic Growth Culture

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
Sierra employs a six hour community liaison who assists in implementing strategies to promote parent involvement. She partners with the site principal to offer parents: translation services during classroom visits, materials, curricular training, ELAC meetings and academic discourse pertaining to Sierra. Our community liaison attempts to make contact with every Sierra household to invite them to significant school events. Parents have an opportunity to meet twice a month at Coffee with the Principal where the Principal shares the direction of the school, district graduation requirements and other school-related information. Sierra has coordinated with other schools to have joint parent events such as Coffee with the Principal, CPM Math Night, and planned a Health Fair to build support and awareness for the school and its parents. This partnership is currently in the second year and has led to growth in parent attendance and in their involvement in their students' academic progress. Sierra is fortunate to have a dedicated parent volunteer who regularly donates her time and energy to our PBIS activities at lunchtime; on various occasions music and DJ equipment are brought in to celebrate student success and to reward students for good choices in PBIS behavior. PBIS training has provided classroom management information, and has led to community donations to acknowledge positive student behavior. Local businesses and restaurants provide coupons to be used as incentives and rewards for various programs on campus. Some businesses have donated t-shirts	• Sign-in sheet • Agendas • classroom visits • Teacher observation • Telephone logs which shows every parent is called each time • Texts via Blackboard • Sign-in sheets • Agendas • Leadership photos • Activity log • Visitor sign in sheet • Reward logs • FIS training logs, agendas, and curriculum • Mural invitations, local newspaper coverage • Parent invitations • Programs

Sierra is a member of the second district cohort of Families in School (FIS) which will lead to more avenues for parent involvement. Murals are commissioned by local businesses in the community. Parents of mural students are invited to each mural unveiling. In addition, members of the community and the local media are also invited to attend the unveiling. Report Card Nights offer opportunities for parents to meet with teachers, participate in Aeries parent and student portal training, meet with college and career representatives and learn about graduation requirements and events. Parents are invited to the student awards assembly held at the end of each Trimester. This year we are planning to expand the awards assembly so that all students can attend the ceremony. This change is being made to encourage all students to strive to increase their success and become an award winner in the future. Sierra has a partnership with the comprehensive high schools to allow our students the opportunity to attend events such as financial aid night, college and career nights, dances and Grad Night. Some teachers offer incentives for students who participate in college preparation events. Sierra is an active member in the local community. Staff and students have participated in the Azusa Golden Days Parade for several years, winning 3rd place for our float design in 2016. Multiple students have received awards in the Hands Across Azusa writing contest. Last fall, the Leadership team considered ways in which to help the community and partnered with Azusa Mayor Joe Rocha. Sierra students helped clean up Seal Beach because the San Gabriel River, which originates in the foothills above Azusa, empties into the sea at Seal Beach. In 2013, Sierra art and history students participated in the nationwide Holocaust Butterfly project from the University of Houston. Each butterfly represented a number of children imprisoned at Theresienstadt concentration camp. At the end of the project, only the butterfly who represented the survivors was left on the display. Students were stunned to see only a fraction of a butterfly left. Inge Auerbacher, a survivor of Theresienstadt, found news of the project and visited our school in November. This led to a presentation at Sierra, a district wide presentation for 500 students from other high schools and middle schools at Citrus College, and an appearance at the L.A. Museum of the Holocaust.	• Posters • Announcements • School website • Permission slips • Sign in sheets • Yearbook photos • Trophy • Programs • Newspaper coverage • TV newscast • Mural programs • Mural programs thanking community sponsors, each mural lists community sponsors within the design. • Scholarship records graduation programs • Awards social agenda and script • Rotary agenda and Dinner Invitations • Emails • Blood Drive sign in sheets

Findings	Supporting Evidence
For years, local businesses have contracted with Underdog Murals to commission custom murals that are on display throughout the area. These mutually beneficial arrangements give students art experience and positive exposure to the community. Murals are located at the VFW, Azusa library, Gladstone Street School, Ace Hardware, Mariachi de Azusa, AUSD School Board, Azusa Adult Education Center, and many other locales. Sierra students participate in the Rotary International 4-way speech contest. Students compete against students from other high schools and the winners receive college scholarships. Throughout the years Sierra students have won multiple scholarships, including the Julie Inman, Citrus College Bright Scholars, UMAYPA, Red Cross and Azusa Management Association. Sierra partners with Red Cross and conducts three yearly blood drives. Sierra has averaged 60 units per donations which not only saves lives but also generates $500 in scholarships for our students.	

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and school-wide learning outcomes.*

Findings	Supporting Evidence
Sierra solicits and employs business and community resources to support and extend learning for all students. APU business students, in the Options Program, regularly interact in several classes, leading students in choices for their future, such as financial strategies, interview skills and attire, and personality assessments. English teachers also partner with APU English students who create lessons, lead group discussions and give small group and one on one instruction in reading and writing. This year, APU science students and a Biology professor, worked with our biology classes in their frog dissection unit. Guest speakers from various local businesses and individual community members are utilized in the Career and College readiness course taught each third trimester.	• Visitor sign-in sheets • Lesson plan materials • Teacher observations • Sign in sheets • Teacher observations • Student portfolios • Field trip permission slips • Advertisements • Programs • Yearbook photos • Newspaper coverage photos student surveys • Programs • Community liaison log

In the past two years the Naviance class has visited the East San Gabriel Valley (ESGV) ROP campus and a visit is planned for this year as well. Students learn about certificate programs offered at ROP including HVAC and EMT. Students are also invited to attend ESGV FAFSA workshops.

Each year, a local grocery store allows Sierra artists to extend classroom learning on color theory through the creation of a fruit and vegetables color wheel, and works of art built with beans/pasta and seeds. Rotary Club of Azusa partners with SHS to provide financial resources for transportation and incidental costs for this event. Rotary members, parents, district personnel and media are invited to the event.

The past 11 years, the GATE students have sponsored a literacy project called Books for Babies. The project solicits donations from local businesses and community members which are then used to purchase children's books for teen parents from the five high schools in Glendora and Azusa.
Azusa district collaborates with Foothill Transit to provide bus passes to students with a demonstrated need, enabling them to improve attendance.

Azusa Pacific University has partnered with Sierra to honor "students of the month" who are chosen by staff each month. They are honored with certificates and a luncheon at the APU campus. This program went into hiatus this year due to staffing changes at APU but there are discussions to bring it back.

In response, Sierra's School Resource Officer has created an award to recognize students for outstanding attitude and effort. Students are nominated by teachers, with final selection by SRO and are honored with lunch and certificates.

Students attend a Lead in Harmony conference every year at APU. This conference is sponsored by local businesses and government agencies to inspire students to overcome obstacle to success, improve relationships and become effective leaders. | • Nomination forms photos
• e-mails
• Nomination forms photos.
• Yearbook photos
• Conference application |

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
A school-wide student orientation is conducted at the beginning of each year. Sessions include an internet safety orientation, drug and alcohol abuse, bullying, sexual harassment, and progressive discipline. **Internet Safety:** Each student and parent signs a network responsibility form. During student inductions, students receive an internet safety presentation and take a quiz. Students who violate the safety procedures can lose their internet and Google Apps for Education access. **Drug and Alcohol:** Information is included in the student handbook and orientation. Counseling is offered to students as needed. Outside referrals are offered to students and families. **Bullying and Sexual Harassment:** Information is given during student induction throughout the year that covers bullying and hate speech and ways to report instances of either offense. Compassion Challenge activities were designed to facilitate a more tolerant student culture. Information is included in the student handbook and orientation. Ed. Code and Uniform Complaint notices are posted in each classroom. **Progressive Discipline:** School wide rules and expectations are clarified during orientation, including an introduction to PBIS and the school-wide and classroom behavior matrices. Sierra staff has agreed upon a school wide PBIS behavior matrix and all teachers have completed and introduced a classroom matrix.	• Class roster lists • Rotation schedule • Parent signatures • Programs • Photos student reflections • Registration packet with student signature • Student Agenda • Outside referral form • Compassion challenge: 30 days list • Photos • Field trip • Student reflection writing • Board Policy • Teacher PBIS matrices • Sign in sheets • PBIS school matrix • Office Discipline Referral forms

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At the beginning of the school year the Leadership team met to review and revise the disaster preparedness plan. Teachers were made aware of their roles in the event of a disaster. Throughout the year there are eight site drills and two district wide drills. Sierra participates in the Great California Shakeout in October and a district disaster drill in February. Sierra also conducts three lock-down drills a year. For the last several years, students have attended the "Lead in Harmony" conference at the local college, which offers workshops, dramatic role playing, art projects and special speakers to highlight and model appropriate behavior to students different than themselves. The "Compassion Challenge" was begun this school year with over 100 students taking a vow to be more compassionate by finishing 30 activities that help them interact with others in ways that stretches their compassion for others. Sierra partners with APU psychology interns, with district oversight, who meet with students who have been referred for conflict intervention and personal problems. As required by AB 1432, all staff are required to complete mandated reporter training at the beginning of each school year. Teachers are trained to identify and report possible child abuse and neglect. Sierra has a part time School Resource Officer who is jointly funded by the city of Glendora and the district. There is also a six hour campus safety aide. A part time health aide supports our students' health needs.	• SWIS • Disaster notebooks in each class • Emergency Plan • First aid kits • Portable bathroom supplies • Permission slips • Emails, • Session handouts • T-shirts • Office and District bulletin boards • Referral form/consent form • Online or class based training • District oversight • Certificate of completion • Office sign in sheets • Individual Staff records

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
Two similar student surveys were conducted regarding school safety, climate, and rigor. The first was administered in the Fall of 2016, the second was administered in the Winter of 2017. Both surveys demonstrated the following: Over 87% of students agree that their teachers would notice if they weren't in school. Over 92% of students agree that: At least one adult knows their first name, teachers make time to help them with their coursework and teachers make an effort to include multicultural emphasis in the lessons they teach. Over 81% of students agree that: They have a friend(s) at school that really cares about them, they are being prepared for college and they understand which standards they are supposed to learn for each lesson. Over 81% of students on the second survey agree that the school is a safe place. This up from 58% who thought the school was safe in the survey conducted earlier in the year. This is not atypical. Many students come into the school biased and nervous and their attitudes change over the course of their Sierra's experience. Over 88% of Students agree teachers clearly communicate course outlines, grading methods and test requirements. Over 80% of students agree that Sierra prepares them for post high school experience In 2014-2015 Sierra High School began training and implementing PBIS strategies. The focus of the program is to change student behavior by recognizing and rewarding positive behavior. We are currently in the tier one stage of implementation.	• Student lists • Photos • Certificates • R- bucks • R-buck awards boxes • Trimester award ceremony now has PBIS award • Trimester award script • Bracelets • Student reflections field trip • Invitations • Student reflective writing • Student award • Master schedule • Student art projects • Course syllabus • School Board minutes • District posted photo • Office bulletin board • School Board Agenda • Award ceremony list

As previously mentioned, for the last six years, students have been recognized by the staff for "Student of the Month" honors, and have been taken out to lunch on the APU Campus. Teacher written nomination forms are read aloud and then given to the students.

Because of the above, our current SRO (School Resource Officer) has begun the SSS (SRO Student Success) Award which includes a monthly lunch to honor students chosen by teachers.

To recognize good citizenship under the PBIS initiative, students receive "R-Bucks" from teachers and staff members to reward positive behavior at Sierra. These "R-Bucks" can be used for raffles or redeemed for student incentives. Teachers strive to implement the 5:1 ratio of positive to negative interactions.

Each trimester culminates with an awards assembly to honor students' with high grade point averages, Accelerated Reader Awards, subject specific awards, good attendance and citizenship awards. The school has incorporated PBIS awards into this assembly.

For the first time, students were challenged to "30 Days of Compassion", a challenge of 30 various activities that encouraged them to help others, show respect, clean up after others, etc. 120 students took the bracelets and lists in August, and about a dozen finished the project and wrote a reflection piece to become eligible for a field trip into LA.

Each November, the Art classes offer a "Dia de los Muertos" to honor students who have passed away over the years. Students also create personal mementos of loved ones, while others create art from Mexico to display around the room. Community members, parents and classrooms walk through the exhibit, as students explain interactive activities and taste the pan de muerto.

For the last two years, a Latino studies class has been offered to our students to increase awareness of our community's culture.

An ROP class, American Sign Language I, II, not only helps fulfill A-G college requirements, it also opens a new world for students to be aware of other's disabilities, and provides students with the ability to learn a second language, which may become part of their future careers. ROP classes, Administration of Justice and Forensic Science, helps students understand the law and the impact of crime on community. These classes also foster positive relationships with law enforcement community.

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Findings	Supporting Evidence
For the last six years, a student has been selected by the Principal to participate on the School Board as a district student representative. The student reports to the Board each meeting, participates in student preferential voting, and reports various activities at each high school. Currently, each school representative is a member for one third of the year.	

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
To promote communication and collaboration in an atmosphere of trust, respect and professionalism, Sierra supports the following activities: **Coffee with the principal -** Provides an avenue for parents to be a part of the school community, to visit classes, providing future volunteer opportunities, and network support. **Family in Schools -** FIS is a new program designed to engage and educate parents about the inner workings of schools and provide them with a skill set to help their student be successful. Parents are exposed to a curriculum that is informative and encourages parent volunteerism. **Parent Forum** - Parents bring their concerns and requests for more information to the community liaison **DELAC meetings -** These meetings inform parents of district programs and services that are available. It provides CELDT testing information which is then passed on to parents at site level ELAC as well as to SSC. For the first time ever, a Sierra parent is the president of the the DELAC committee. **School Site Council** meets quarterly to involve parents, students and staff in setting goals for Single Plan for Student Achievement, and the financial decision that support these goals	• LCAP Survey results • School Site Council minutes • CELDT testing results • ELAC and DELAC agendas • Coffee with Principal parent sign-in sheets and agendas • Parent center • ELAC and DELAC Minutes • Survey results • PLC minutes • Parent surveys • Teacher survey

LCAP Survey - Parents and students are surveyed annually on the District LCAP goals.	
Parent Center - gives parents access to technology, offers academic workshops, and provides community resources	
Master Schedule - is posted in the principal's office, and teachers are encouraged to give input and critique. Every effort is made to provide common planning periods to teachers in the same discipline to allow for planning and discussion.	
PLCs - Meet on a regular basis to discuss various topics both within departments and across disciplines.	
Parent Surveys - Even though the two parent surveys conducted this year had a limited number of respondents, the surveys showed that parents overwhelmingly believe Sierra is a school that fosters trust, respect and communication.	
Teacher Surveys - Nearly 93% of the teachers agree that the administration treats staff, teachers and students fairly and professionally. Nearly 86% agree that the administration treats staff, students and parents with respect. Seventy-four percent of staff agree that the administration communicates clearly with the staff.	

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E3.   Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
APU counseling is available to students with issues or struggles. District and community referral services are available for medical, counseling, drug abuse, or suicide issues. APU Options program brings business students to Sierra classrooms to give guidance about career options, practical life skills, and problem solving activities. A behavioral assessment team (ERMHS) at the district level is available to help students on limited basis. The site administration and administrative designees have been trained in suicide and threat risk assessment. McKinley Children's Center provides counseling service for the SOAR program which is located on the Sierra campus. They will provide services for Sierra students on a high need basis. Citrus College liaison comes to SHS each fall for Early Decision program presentation and sign-up. The PSAT has been administered for the last two years with an increase in student participation (3 to 19 students). SHS is also partnering with Citrus College offering the Counseling 160 which gives students concurrent credits from both schools. This class will prepare students for the transition into college. The addition of Counseling 145 which covers career readiness, is projected for the 2017-2018 school year.	• Referral resources • Visitor sign-in sheets • District resources • Protocol binder • McKinley records • Sign-in rosters • Testing rosters • Master schedule • Notebook of Student Academic progress - Counselor's office • Excel spread sheet of student needs • Referral forms • Student ILP • Aeries documentation • Financial Aid Resource document • Student agendas

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Sierra's guidance counselor continually ensures that the students' academic needs are being met through a rigorous review process, with the ultimate goal of meeting District graduation requirements. The guidance counselor is also available for academic and personal counseling on an individual basis. Students requiring a higher level of personal counseling are referred to an outside counseling agency. In years past Senior had been offered support by teachers and staff to complete the FAFSA application. Currently it is more effective for the guidance counselor to meet individually with seniors regarding post-secondary activities. In addition to the FAFSA, Sierra works with Citrus College to support students eligible for the Dream Act. A copy of the Individualized Learning Plan (ILP) was included in the recently created student agenda, The ILP is completed during the orientation process at the beginning of the school year. At the beginning of the second and third trimester, the ILP is updated in each student's history class. By doing this, students are aware of their current progress towards graduation.	

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
Sierra High School utilizes a variety of strategies to effectively meet the needs of all students. Each Sierra teacher offers multiple modalities within their curriculum to enhance all types of learners. These include direct instruction, cooperative learning, small group instruction, student presentations, investigative learning and technology adaptive software. Because of our small class size, it is easier to differentiate the instruction based on the needs of the students. APEX online and Adult Education afternoon classes are offered to students who need more credits than they can recover during the regular school day. The staff also participates in district wide training for staff and leadership to develop strategies to personalize instruction to meet the needs of different learning styles. Staff participates in PLCs to develop standards based curriculum that differentiates according to the student needs. The STAR reading test is administered three times a year and determines the student's reading level which allows them to adjust articles in NewsELA and choose books appropriate to their reading ability and stay within their zone of proximal development.	• NewsELA • Apex student progress update • Adult Education registration lists • District calendar • District training days • PLC minutes • Austin Buffum PD days • Test delivery dates • Class rosters • Lesson plans • Peer observations • Chromebooks • Student work posted

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the school-wide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
Sierra provides GATE testing yearly to all juniors. Those students who are identified as GATE students are enrolled in the GATE Art class. This class is provided for two trimesters and offers daily collaboration with high level thinkers within an art setting. CELDT testing is administered each year to document progress of English Language Learners. CELDT scores are used in conjunction with other measures to determine reclassification eligibility. Sierra generally meets its reclassification goals. Previously, ELL students who tested BB and FBB on CSTs were placed in an ELD support class. Due to staffing reductions, this class is no longer offered. In addition, CAASPP has replaced CSTs and the ELPAC will replace CELDT beginning in 2018. We are investigating the best way to support our EL learners. ELA and Math tutoring is offered two times a week in the computer lab. Students can come for help on topics or to complete makeup work for all classes offered at Sierra. Some teachers require students attend tutoring in order to accept make up work. Some teachers offer tutoring in their classroom before school and during lunch. APEX support is offered one day a week after school, and we are investigating additional support for those students. Students are invited to participate in after school PE activities, including weight lifting, running, and team sports. Sierra has a full time RSP teacher and two half day aides. In addition, the RSP teacher is housed in a resource room. RSP students are allowed	• GATE rosters • Testing lists • Time schedules • Testing results • Tutoring sign-in sheets • Master schedule student rosters • IEP • 504 Plan • SST Notes • Registration Packets • Lunch Applications • Aeries • District Nurse Calendar • District Child Welfare and Attendance office

to work under supervision in the RSP classroom, per their IEP. The RSP teacher and instructional aides will support our RSP students inside the general education classrooms. Students and their families or teachers may request a SST (Student Study Team) to evaluate students' needs and recommend appropriate action. Students who come to Sierra with a 504 plan have a meeting to review the plan. Necessary adjustments are made and the results are disseminated to appropriate staff members who provide accommodations for classroom academic success. Free and Reduced lunch program is currently offered to 82% of Sierra students. This program also offers a meal after 3:00 p.m. each day to students who stay for after school activities. The District Nurse provides visual and hearing tests to all 10th graders. If necessary, parents are notified in order to provide further testing. The District provides additional family support through the Family Resource Center and the Child and Welfare office. As Sierra becomes aware of students and family needs, we partner with the above offices to meet their needs.	

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
Due to the nature of the program, credit recovery and ensuring students graduate on time is a priority at Sierra.	• Student sign-in sheets
	• Master schedule
Many students who attend Sierra are significantly behind in credits but through the program offered at Sierra they can be successful in completing their course work and graduating from high school.	• District graduation requirements
At Sierra, our students have opportunities to complete "a-g" rigorous standards based classes. Students are referred to Sierra by counselors who have identified credit- deficient students.	
SHS has an open access policy allowing all students access to rigorous courses, both onsite and online. We understand that access is not accomplished by simply placing students into rigorous courses, but includes providing them with additional support and alternatives when necessary. This is why students in AP Human Geography are also in enrolled in a writing and reading support class.	
Our Special Education, EL, and RFEP students have access to the same relevant and challenging curriculum as our General Ed students.	
District summer school and adult education options are offered which help students recover credits. Apex is another alternative for credit recovery.	
The counselor discusses graduation, careers, a-g requirements, community college, and transfer requirements.	
Administrators collaborate with the counselor to analyze overall student demographics and to discuss and plan master scheduling, keeping student needs at the center of these conversations.	

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and school-wide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
Curricular and co-curricular activities are available to all students. Over the past few years Sierra has made an effort to increase student engagement within the school day and after. Within the school day students can participate in the San Gabriel Valley Sports league, curricular based field trips, the compassion challenge, painting murals, PBIS, Books for Babies, lunchtime activities, chalk festival, Lead in Harmony, Toy drive, Senior Women's Tea, Sierra Recycling Program, Dia De Los Muertos, canned food drive, Operation Santa Clothes, weekly spirit days, blood drive, Pennies for Patients, Pennies for Peace, school-wide holiday decorations, yearbook class and leadership class. After school and on the weekend students can participate in, Golden Days Parade, Weight Training, Counseling 160, College Night, After School Tutoring, Car Wash, Student representatives to School Board, Rotary speech contest, Hands Across Azusa, Community Scholarships, Veterans Day Ceremony. These activities allow students to accomplish school-wide learner outcomes to be effective communicators, problem solvers, and contributing citizens.	• Yearbook photos • class schedules • Student sign-ups • Permission slips • Master schedule • PBIS activities • R-bucks • Mural programs • Community sponsors • B4B programs financial support • Community donations for prizes certificates • Student rosters Red Cross sign-ups • Advertisements sign-ups • Leukemia & Lymphoma Society • Central Asian Institute • Financial statements • Community invitations • Parent sign-ups • School board minutes

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Summary

The variety of student activities and community involvement in which our students participate address our focus on a positive school culture and environment, while offering individualized student support and aiding each student in both their personal and academic growth. Activities into the community (field trips, color wheel, murals) often culminate with reflective writing exercises which supports one of our identified critical learner needs. Additional learner needs of math and reading are also met through various opportunities outside the classroom.

Sierra's full-time community liaison involves parents as partners promoting our positive environment. She offers parent translation services during classroom visits, provides materials, all while giving parents a glimpse of what Sierra offers to their student. She leads the Coffee with the Principal and involves parents with PBIS activities at lunchtime. In addition, our Sierra parents have now bonded and become a closer knit community of support for students and staff alike.

Sierra's broad involvement in the community is evident in the aforementioned itemized lists, which includes our relationships with Azusa Pacific University, Citrus College, the City of Azusa, Rotary clubs in both Azusa and Glendora, local stores with gift cards for PBIS raffles, and the commissioning of murals and paintings throughout the community.

At the beginning of each school year, we set our students up to be successful in this environment by school wide rotations which cover campus safety, graduation requirements, PBIS culture, internet safety and campus wide unity of students and staff.

Category E: Growth: Areas of Strength

- The ongoing development of our PLCs with mutual support and inspiration
- Our parent and community relationships
- Our adherence to the Common Core curriculum
- Our small school size allows the staff to create strategies for specific students and ways to improve past practices

Category E: Areas of Growth

- Continue developing additional programs to meet student needs
- Increase college and career readiness classes, writing, and math support classes
- Add personal and academic counseling
- Add student activities that increase writing and real world math skills

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Prioritized Areas of Growth Needs from Categories A through E

A. There is a need to increase student use of classroom technology

B. There is a need to continue the work in implementing CCSS into all courses

C. There is a need to increase student participation in academic interventions

D. There is a need to utilize EADMS reports to disaggregate data for subgroups such as: English language learners, socioeconomic status, and students with disabilities

E. There is a need to continue to develop additional programs to meet student needs

Chapter 5

Action Plans

Goal 1: All Sierra students will show growth in literacy (communication) skills: reading, writing, speaking (presentations), and listening across the curriculum.		
Rationale: Self-study findings indicate a need to improve achievement in ELA for all subgroups.	**Impact on Student Learning:** Demonstrated growth in literacy (communication) skills will directly impact and prepare students to achieve success in college, career, and life.	
Baseline Data: • The 2016 ELA data on CAASPP shows 80% of juniors did not meet proficiency. • In 2015-16, 79% of juniors read at or below the 7th grade level. • In 2016-17, 75% of juniors are reading at or below 7th grade level, according to the AR STAR results.	**Growth Targets:** • Three percent annual shift toward Standards Exceeded across all SBAC achievement levels • Using the school-wide scoring rubric, 50% of Sierra Students will receive a score of 3 or 4 on school wide writing	
SLOs Addressed: • Effective Communicators • Academic Achievers	**SPSA Goals Addressed:** • Goal 1: ELA • Goal 3,4,5: EL Achievement and Growth	
LCAP Priorities Addressed: • Goal 1: Increase student achievement on Common Core and narrow achievement gaps • Goal 3: Increase all students' college and career readiness	**Monitor Progress Tools:** • CAASPP Data • Trimester Grades • CFA Data • PLCs • STAR Reading • Interim Assessment Data • ERWC Units • DBQ Units	**Reporting:** • Faculty Meetings • Department Meetings • PLC Meetings • Buy Back Days • SSC/ELAC Meetings

Goal 1: Actions to be taken to reach this goal	Person(s) Responsible	Timeline	PD/Resources or Funding	Follow up Indicators
Attend professional development to address the upcoming ELA adoption and ensure delivery of CCSS aligned content lessons	Administrator ELA PLC	Ongoing	District Supported *Collections* Curriculum PD Sub days to be covered by district funds	PD sign in sheets sub calendars
Each core course will continue to assign at least one writing assignment per trimester	Teachers	Ongoing	DBQs ERWC ELA curriculum	Teacher gradebooks Peer observations Student work
Calendar school wide writing tasks (one per trimester) • Create differentiated writing prompts • Investigate students writing in Google Docs where technology is available	ELA PLC Administration Teachers	Fall 2017 – Ongoing	Title 1	Writing prompts Writing Calendar Student Writing Samples Scoring Rubric
Using dedicated PLC time each trimester, staff will review/discuss/analyze the data to inform instruction	Staff	Fall 2017 – Ongoing	Title 1	Scoring Sheets Rubrics Data will be placed in EADMS or Aeries for longitudinal comparison
Continue to implement Expository Reading Writing Curriculum (ERWC) for 12th grade students.	Staff Administration	Ongoing	None	Master Schedule
Utilize the district TOSAs to increase lesson study opportunities and online software training	Administration ELA PLC	Fall 2017 – Ongoing	District Funds	Agendas Lessons (sub days) Lesson Debrief Agenda TOSA notes

Continue to investigate and implement course writing assignments that require students to respond to high levels of DOK	Staff	Fall 2017 – Ongoing	None	Syllabus Writing prompts Student work
Purchase Chromebook carts for every ELA teacher to increase student use of online software.	Administration	Fall 2017 Ongoing	Title 1 LCFF NewsELA Accelerated Reader	AR reports NewsELA Reports Google accounts Google Docs
Research and develop a big brother/sister reading program with a nearby elementary school	Administration ELA PLC Staff	Fall 2017	Partner Teachers	Student Reflection Photos Signup Roster Permission Slips
Implement Program 4 (ILIT) of the new ELA adoption, to support students who are reading below the 6th grade level	Administration ELA PLC	Summer 2017 – Ongoing	District supported PD Textbooks Online Support materials	Master schedule Class rosters Grade books
Investigate methods to increase student attendance in after school tutoring	Administration Staff	Ongoing	Title 1	Tutoring sign in sheets
Use Blackboard to inform parents of writing prompts, assignments, and the posting of results	Administration Staff	Spring 2017	Teacher PD	Blackboard contact logs Blackboard messages
Provide incentives and rewards for students who have increased their reading grade level or scored 3 or 4 on the CAASPP	Community Liaison Administration Teachers	Fall 2017 – Ongoing	Donations Staff Developed Rewards	Awards Assemblies Prizes
Develop and implement an ELA SMART goal that focuses on reading or writing.	ELA PLC TOSA Administration	Fall 2017 – Ongoing	None	Staff meeting agendas
Increase student speaking time through a variety of opportunities that include small groups (think pair share) through formal presentations across the curriculum.	Administration Teachers	Fall 2017 – Ongoing	PLC ELA TOSA	Peer Observations, Informal Classroom observations Student work, Student presentations

Contribute to online WASC document in Google Drive	ELA PLC WASC Chair Leadership Team	Ongoing, at least once per trimester	None	WASC document in Google Drive

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Goal 2 : All Sierra students will show growth in numeracy skills: concepts and procedures, problem solving, and communicating reasoning.		
Rationale: Self-study findings indicate a need to improve achievement in math for all subgroups.	**Impact on Student Learning:** Steady and continuing progress on student learning of academic standards and SLOs are expected as a result of focusing on Integrated Math standards and SBAC claims and targets.	
Baseline Data: • 2016 Math data on CAASPP shows 93% of students did not meet proficiency. • SBAC scores are consistent with past CST and CAHSEE scores.	**Growth Targets:** • Three percent annual shift toward Standards Exceeded across all SBAC achievement levels	
SLOs Addressed: • Effective Communicators • Academic Achievers	**SPSA Goals Addressed:** • Goal 2: Math	
LCAP Priorities Addressed: • Goal 1: Increase student achievement on Common Core and narrow achievement gaps • Goal 3: Increase all students' college and career readiness	**Monitor Progress Tools:** • EADMS • IAB scores via TOMS • CFAs • Grades • District Benchmark scores	**Reporting:** • Faculty meetings • PLC Meetings • SSC Meetings • ELAC Meetings • Report Card Night • CPM Math Night • Coffee with the Principal

Goal 2: Actions to be taken to reach this goal	Person(s) Responsible	Timeline	PD/Resources or Funding	Follow up Indicators
Increase focus on SBAC targets: • Concepts and procedures • Problem solving • Communicating reasoning	Teachers Administration TOSA	Spring 2017 - Ongoing	CPM curriculum ongoing PD to support implementation	Course Outline
Reconfigure assessments to match rigor and style of SBAC	Teachers TOSA	Spring 2017 – Ongoing	Release time (Title 1) Common prep periods	CFAs Performance tasks
Investigate after school tutoring strategies such as: • Investigate mini workshop topics on targeted topics • Offer makeup credit for missed assignments upon productive attendance • Investigate offering math tutoring in the math classroom • Investigate bringing in APU students for tutoring help	Staff Administration	Ongoing	ERCA for tutoring hours (Title 1)	Tutoring sign-in sheets Gradebooks ERCAs Peer observation
Investigate scheduling RTI opportunities in homeroom for basic math skills	Staff Math Department	Fall 2017	None	Skills based targeted instruction
Increase use of computer based programs to support math such as Desmos, code.org, CPM online manipulatives	Math department TOSA Administration	Fall 2017 – Ongoing	Release time for CPM Professional Development	Lesson Plans Classroom Data
Staff development-participate in district or publisher offered CPM training	Math department Administration TOSA	Fall 2017 – Ongoing	Release Time Title 1	Agendas Substitute days
Continue parent outreach: • CPM Math nights	Administration Staff	Fall 2017 – Ongoing	Donations Title 1	Sign-in Sheets

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• Report Card Night • Coffee with the Principal				District Social Media Posts School/District Calendar
Increase use of Interim Assessment Blocks to emulate SBAC exam conditions	Math Department	Fall 2017 – Ongoing	Wireless Network Chromebooks	IAB data Observations Gradebooks
Continue PLC work: • Planning • Review of benchmarks • Grades • Student work samples	Math PLC TOSA	Fall 2017 – Ongoing	Release Time Title 1 LCFF	District scoring days sign-in sheet PLC notes Student Work
Investigate standards/mastery based grading and report to staff	Selected Staff	Fall 2017 – Ongoing	Release Time Title 1	Research based articles Staff Meeting Agenda PLC minutes
Contribute to online WASC document in Google Drive	Math PLC WASC Chair Leadership Team	Ongoing, at least once per trimester	None	WASC document in Google Drive

Goal 3: Focus on improving course completion and credit recovery	
Rationale: Self-study findings indicate a need to improve course passage rates and credit completion.	**Impact on Student Learning:** Students who complete courses on time or as credit recovery will have access to more electives. Students who complete courses on time will have access to post-secondary college and career opportunities.

Baseline Data:
Data given is average F rate per student for the 2015-16 school year:
Juniors: At least 56% received at least one F
   • Trimester 1: F rate was 1.6 per student
   • Trimester 2: F rate was 1.74 per student
   • Trimester 3: F rate was 1.39 per student
Seniors: At least 34% received at least one F
   • Trimester 1: F rate was 0.92 per student
   • Trimester 2: F rate was 1.02 per student
   • Trimester 3: F rate was 1.16 per student
	Growth Targets:
	   • Reverse the trend of increasing F rate per student for seniors
	   • Decrease the average number of Fs per junior by 10% per year
	   • Students will increase course completion by three percent
	   • Decrease the number of students earning multiple Fs

SLOs Addressed:
   • Academic Achievers
   • Responsible Citizens
	SPSA Goals Addressed:
	   • Goal 1: ELA
	   • Goal 2: Math

| **LCAP Priorities Addressed:**
   • Goal 1: Increase student achievement on the Common Core and narrow achievement gaps
   • Goal 3: Increase all students' college and career readiness | **Monitor Progress Tools:**
   • Grade analysis
   • Teacher Gradebooks
   • Monitor course completions
   • Aeries
   • Blackboard | **Reporting:**
   • Faculty
   • PLC Meetings
   • Counselor
   • Surveys
   • Aeries Data
   • Coffee with Principal
   • SPSA |

Goal 3: Actions to be taken to reach this goal	Person(s) Responsible	Timeline	PD/Resources or Funding	Improvement Measures
Research Homeroom Intervention • Teacher reviews student grades • Update ILP at least once per trimester • Review Basic skills • Career Folder • Apex computer time • AR STAR Test • NewsELA • Retake/Makeup Tests • Make up work • PBIS Incentives • Friday Reduced time Advisory Day	Administration Sierra Staff	Spring 2017	Title 1 District Funded APEX licences District Funded NewsELA and AR Donations	Star Test AR test count APEX Course completion reports F rate Master Schedule NewsELA Reports PBIS Rewards Student Agenda
Investigate Bell Schedules to accommodate Homeroom class	Leadership Team	Spring 2017	None	Bell Schedule
Investigate the use of Shmoop to allow for makeup work or assignment differentiation and remediation	Administrator, Leadership Team District Office	Spring 2017	Shmoop Training	Shmoop Reports Shmoop Training
Investigate adding an APEX section to the master schedule	Administrator Counselor	Spring 2017	None	Master Schedule
Investigate and develop Credit Recovery Packets	Administrator Teachers District Office	Fall 2017	LCFF	Staff Meeting Agenda Creation of Credit Recovery Packets
Partner with APU to provide tutors and mentors	Administration	Spring 2017	None	Emails APU student visitor log
Continue to train parents to use Aeries	Computer Aide Community Liaison	Ongoing	Title 1	Report Card Night Agendas

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				Coffee with the Principal Agendas Sign in sheets
Increase use of Blackboard to inform parents re: student progress	Administration Teachers	Spring 2017 – Ongoing	Training in staff meetings	Blackboard contact logs Blackboard messages
Increase student self-monitoring and accountability	Staff	Fall 2017 – Ongoing	Title 1	ILPs Aeries Agendas
Visit other schools who have credit recovery programs in place	Selected Staff	Fall 2017 – Ongoing	LCFF General Fund	Sub days Staff reflections
Contribute to online WASC document in Google Drive	Staff WASC Chair Leadership Team	Ongoing, at least once per trimester	None	WASC document in Google Drive

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Goal 4: Increase student and parent awareness of (and access to) Post-Secondary Opportunities: College or Career		
Rationale: Self-study findings indicate a need to improve post-secondary opportunities	**Impact on Student Learning**: A learning community that supports the post-secondary students will lead to a productive member of society.	
Baseline Data: • Data from AUSD LCAP reporting demonstrates that zero percent of students are college or career ready. • Students survey administered show that many students are unaware of college entrance requirements and skills needed for success.	**Growth Targets**: • Ninety-five percent of seniors will complete a college and career exit survey • Ninety-five percent of incoming juniors will complete the college and career survey • Increase AP student enrollment by five percent or increase AP course offerings • Increase student enrollment in Dual Enrollment courses by five percent • Sierra's target is to increase the number of students who can explain high school graduation rates to 100%	
SLOs Addressed: • Academic Achievers • Responsible Citizens • Effective Communicators	**SPSA Goals Addressed**: • Goal 1: ELA • Goal 2: Math	
LCAP Priorities Addressed: • Goal 3: Increase all students' college and career readiness • Goal 4: Increase parent and student leadership, engagement and positive perception	**Monitor Progress Tools**: • Monitor Community College and Trade school Enrollment • Monitor student employment • AP enrollment • NAVIANCE data • ASVAB • FAFSA completion • Meeting Agendas • Sign in sheets	**Reporting**: • Blackboard • Parent Contact • SSC Meetings • ELAC Meetings • Reports Card Nites • Faculty Meetings • PLC Meetings • Counselor • Coffee with the Principal • Families in Schools

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Goal 4: Actions to be taken to reach this goal	Person(s) Responsible	Timeline	PD/Resources or Funding	Improvement Measures
Increase enrollment and course offerings for AP courses • Continue with AP Night • Increase AP training for new and veteran teachers • Offer new AP courses • Explore honors courses	AP Coordinator	Fall 2017 - Ongoing	LCFF Title 1 General Fund AP Summer Institute	Course Offerings Course enrollment Summer AP training attendance
Analyze and disaggregate local data, CAASPP data, EAP proficiency, A-G completion rate, Graduation rate, PSAT score, AP competency and District assessments. • Administer Naviance career survey • Develop and administer Exit senior survey • Increase number of students taking PSAT and ACT or SAT • Provide opportunities to practice for Citrus College placement tests • Increase information about military recruitment and ASVAB • Further college and career counseling with relevant information from Naviance software. • Use Naviance Alumni Tracker	Administration Staff Department PLC	Fall 2017 - Ongoing	District supported	Naviance and Career Interest Profile Completed survey Test results Student sign ups Report Card Night Agenda College Studies syllabus Naviance Reports
Naviance staff training	Staff	Spring 2017	PD from district	Sign-in sheets
Develop College and Career Readiness Plan • College field trips • Introduce students to EOPS. • Partner with ROP to develop a CTE pathway • Increase Parental participation in Families in Schools, DELAC, Coffee with the Principal, and ELAC meetings	Administration Staff	Fall 2017 - Ongoing	LCFF Citrus College District supported Title 1 District Supported	College Field Trip Roster/ROP Field Trip Roster Course offerings Families in Schools agenda Sign in sheets

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• Regularly inform students about AUSD graduation and college entrance requirements • Investigate job shadowing opportunities • Students complete a college/career plan				Agendas Updated student agenda Homeroom activity Field Trips Completed plans
Increase teacher, parent and students knowledge and use of academic technology. • Provide professional development to support teachers use of online available technology • Increase teachers' online collection of student work • Introduce Aeries smart phone app • Provide parent workshop on academic technology	Administration Staff Sandy Franks	Fall 2017 – Ongoing	Title 1	Hapara training Google Suite training PLC Student work Agendas
Contribute to online WASC document in Google Drive	Staff WASC Chair Leadership Team	Ongoing, at least once per trimester	None	WASC document in Google Drive

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Appendix

Appendix

Azusa Unified LCAP 2015-16

LCAP Metric Update

LCAP Stakeholder Update Presentation 2016-17 (English)

Timeline of self-study process

Results of parent/student questionnaire/interviews

Master Schedule
- Trimester 1
- Trimester 2
- Trimester 3

UC a-g approved course list

School Quality Snapshot

School accountability report card (SARC)

CBEDS school information form

Graduation requirements

Accelerated Reader test results
- Juniors 2016-17
- Seniors 2016-17

STAR Summary Data

APEX Contract