



Sierra High School

ACS WASC/CDE Mid-cycle Visit SCHOOL PROGRESS REPORT

1040 E. Gladstone St.

Azusa, CA 91702

April 6, 2020

Accrediting Commission for Schools

Western Association of Schools and Colleges

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Azusa Unified School District
Board of Education

President.....Jeri Bibles-Vogels
Vice President Gabriela Arellanes
Clerk.....Adrian Greer
MemberXilonin Cruz-Gonzalez
MemberYolanda Rodriguez-Peña

District Administration

Superintendent..... Linda Kaminski, Ed.D.
Assistant Superintendent Jorge Ronquillo
Assistant Superintendent Arturo Ortega
Assistant Superintendent Mark Bommarito

Sierra High School Administration and Support Staff

Paul Hernandez Principal
Kent StoutAssistant Principal
Sandy Weyant..... Counselor
Carmen Oronia Secretary
Lori CalderonSchool Clerk
Deanna MontoyaClerk
Officer Anthony Conwell, APD School Resource Officer

Sierra High School Teachers

Dr. Irene Sanchez	Latino Studies
Charlie Callison.....	Science
Shirley D’Avis.....	Language Arts
Darla Elliott	Language Arts
Barbara Klaus	Mathematics
Dianna Delgado	Language Arts
Gary Lambright	Social Science/Leadership
Adam LaMunyon.....	Social Science/Yearbook
Socorro Melgoza	Physical Education
Margaret Oldaker.....	Language Arts
Kevin Knight	Mathematics
Tina Martin.....	Resource Specialist
Elaine Stricklin.....	Art/GATE
Dave Welch	Social Science

Classified Staff

Claudia Benitez, RSP Instructional Aide	Elizabeth Sainz, Community Liaison
Anita Rodríguez, Instructional Aide	Mary Helen Salse, Security
Jacqueline De Luna, Food Service	Aydee Hinojos, Computer Lab Aide
Adam Rocha, Custodian	Diane Weller, Instructional Aide
Christy Duke, RSP Instructional Aide	Simon Batrez , Night Custodian
Naomi Elguezabal, Health Aide	Mary Gonzalez, Food Service

I: Student/Community Profile Data

- **Student community profile that has been updated annually since the last full visit**
- **From the analysis of the updated student/community profile include the following:**
 - **An updated summary with implications of the data, including California Dashboard indicators, and identified student learner needs**

SIERRA HIGH SCHOOL PROFILE

Sierra High School is the only continuation high school in AUSD. Students are referred from two comprehensive high schools within the district as well as from the Child Welfare and Attendance (CWA) department. Sierra has a maximum capacity of 220 students, though generally maintains an average of approximately 180 - 190 students throughout the year. Sierra continues an emphasis on graduation and credit recovery. Placement meetings are held with parents and students at each of the comprehensive high schools during the first or 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, seven-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 started a HISET program for students to earn a state issued high school equivalency credential. Students may earn additional credits by completing courses through APEX, concurrently attending Citrus College. ROP no longer provides transportation and therefore few students take advantage of their after school program.

In the last three years Sierra's enrollment has held steady at approximately 185 students. 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.

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 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 academic classes allowing the student to recover 90 credits per year. Students are also enrolled in one advisory class each trimester which affords them the opportunity to complete missing work to increase course completion. Credit recovery is also available through APEX. 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, weight training, Latino Studies, ROP courses, and AP Human Geography, AP Environmental Science, AP Studio Art and AP Government. 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 season dedicated to girl's 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.

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 IEPs are able to receive support services using a “Consult Model”. Sierra offers four ROP courses: Administration of Justice, Child Development, Computer Programming and Emergency Medical Services. In addition, Sierra offers ELA and math tutoring after school, twice a week. In the future Sierra hopes to reestablish the Strength and Conditioning course in our weight room every Monday, Thursday, and Friday. Students are also able to take online classes using APEX. Sierra students are able to enroll in Counselling 160, a course offered in partnership with Citrus College. The Counseling 160 course starts approximately in the second week of January and ends the third week of May. This class is offered every Tuesday and Thursday. Finally, Sierra is the home for the SOAR District program. SOAR is an intervention program for seventh through tenth grade students.

VISION AND MISSION STATEMENT

Vision

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.*

Mission

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

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

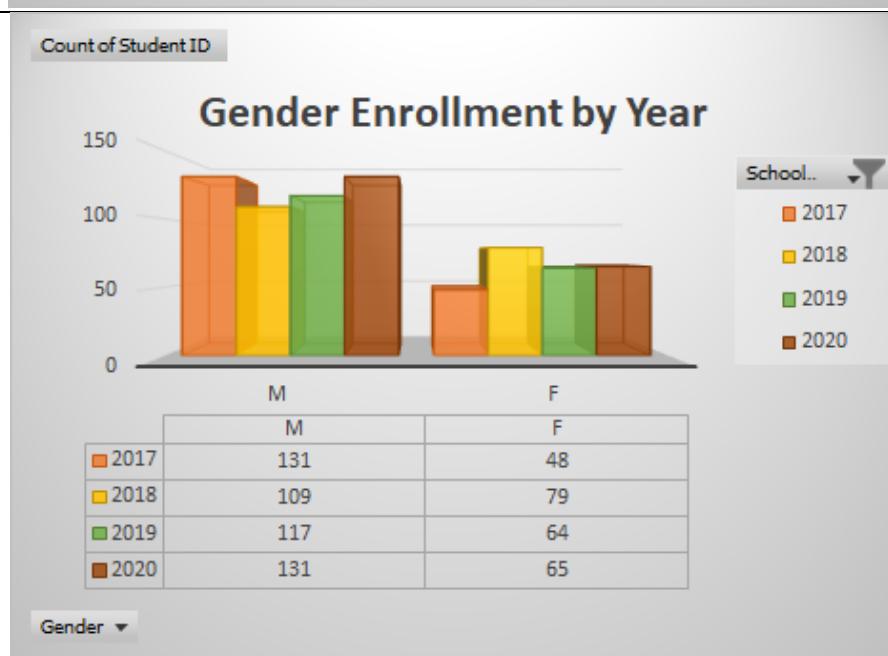
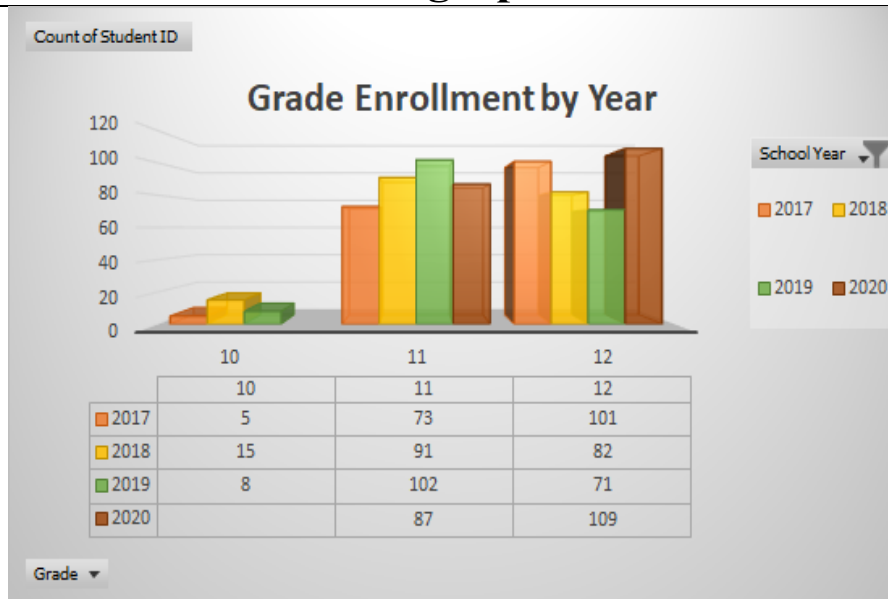
Academic Achievers who:

- 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

Demographic Data



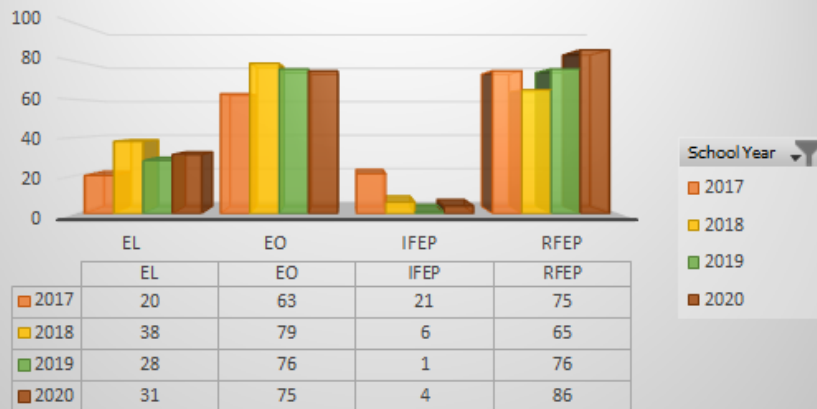
Observations from data

- Sierra traditionally has more seniors than juniors.
- This was flipped in 2017 and 2018, but has reverted back in 2020.
- Sierra also traditionally has more boys than girls enrolled which is indicated in all four years of the chart above.

Language Proficiency

Count of Student ID

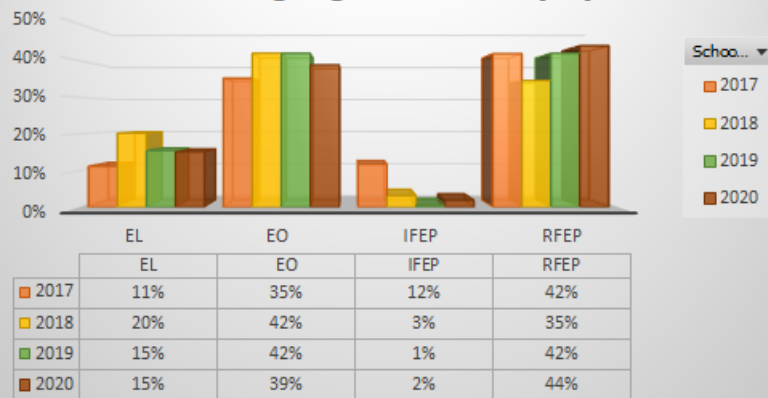
Count Language Proficiency by Grade



Fluency ▾

Count of Student ID

Percent Language Proficiency by Grade

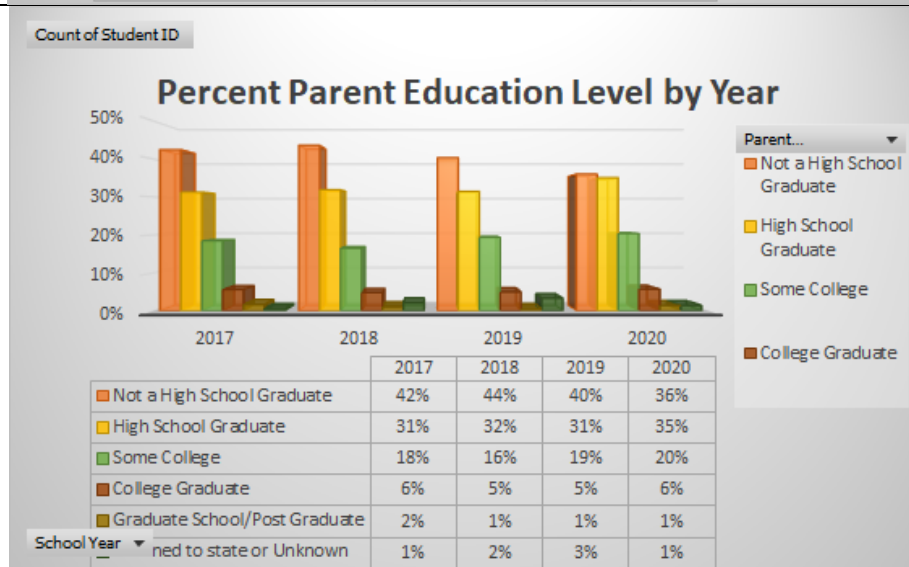
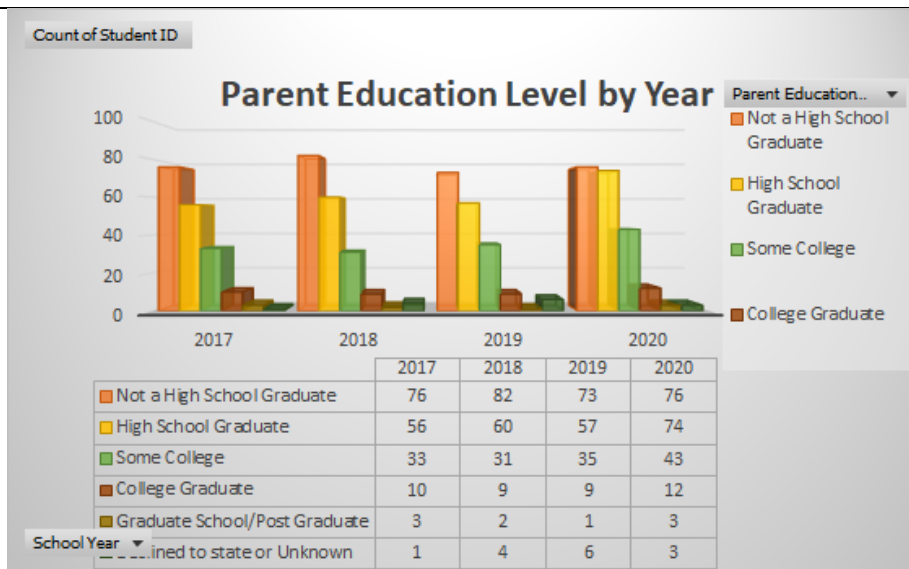


Fluency ▾

Observations from data

- 60% of Sierra students are EL or RFEP who require additional support or monitoring.

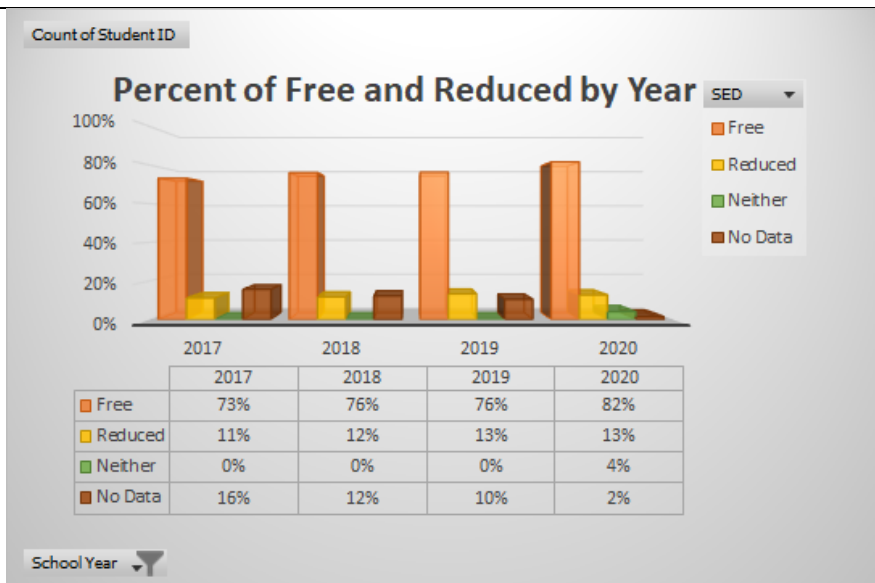
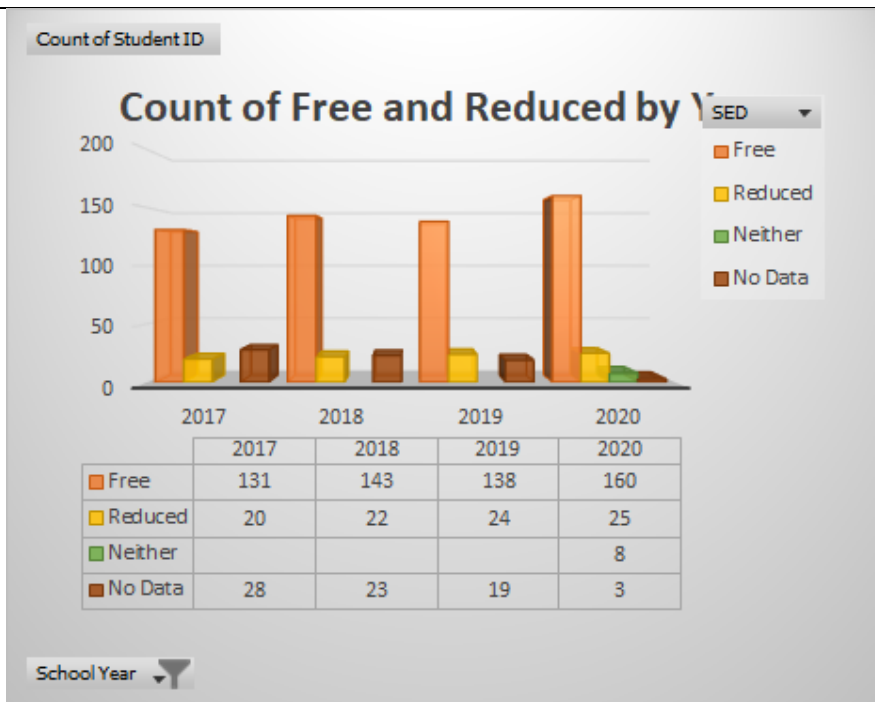
Parent Education Level



Observations from data

- Not a High School Graduate is consistently the largest group, but this group is at its lowest percentage in four years and is only 1% above High School Graduate.

Free and Reduced



Observations from data

- Free and Reduced Lunch is consistently trending upward.
- The vast majority of Sierra students qualify for Free and Reduced Lunch.
- Sierra is one of three schools in the district where all students eat for free.

Discipline Data

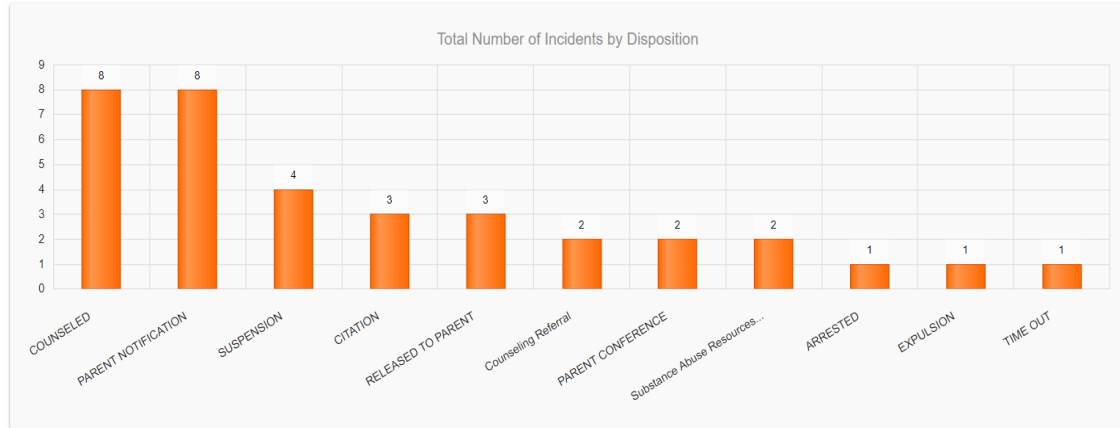
2019 – Present

Discipline Dashboard

Year To Date -

Show Total# Referrals

Incidents by Disposition



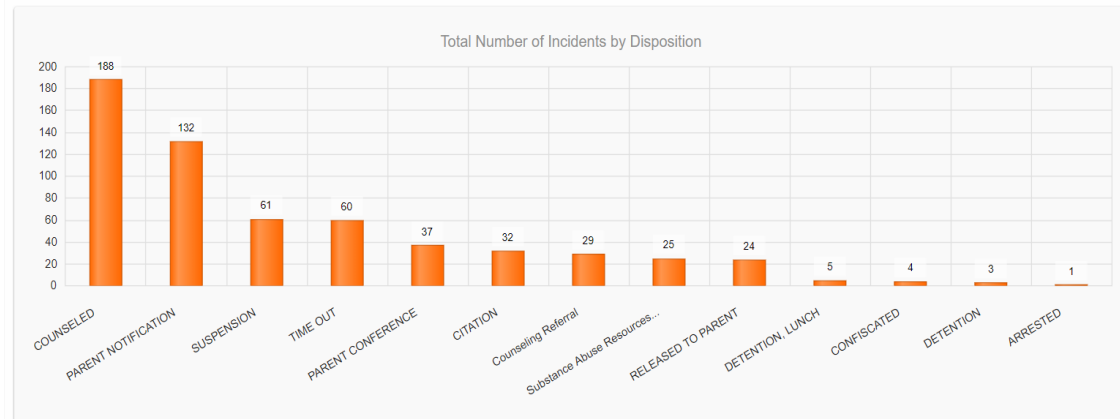
2018 – 2019

Discipline Dashboard

Year To Date -

Show Total# Referrals

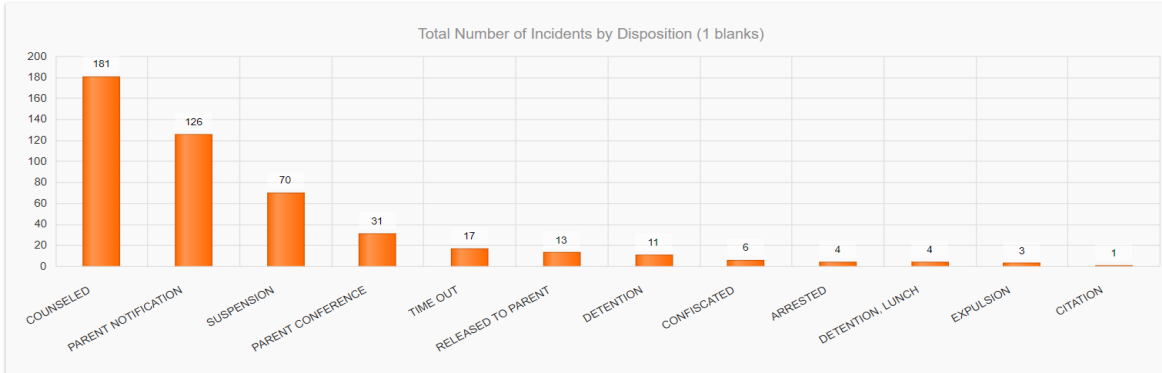
Incidents by Disposition



2017 – 2018

Discipline Dashboard

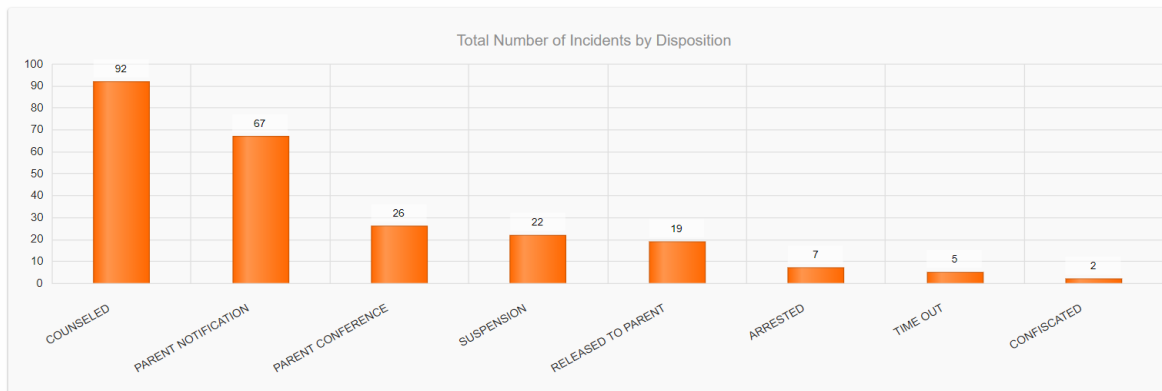
Year To Date: 8/17/2017 - 6/8/2018 Download Details
 Show Total# Referrals: Refresh Edit Codes Export as Image
 Incidents by Disposition:



2016 – 2017

Discipline Dashboard

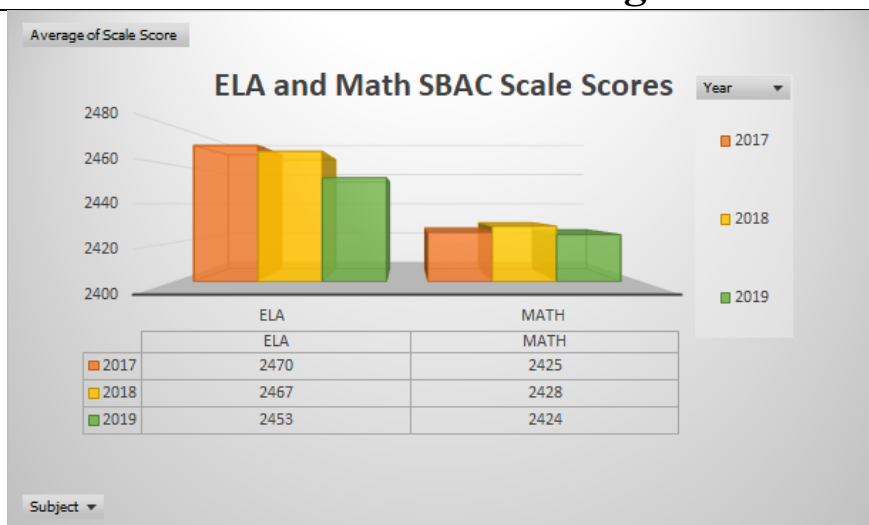
Year To Date: 8/18/2016 - 6/8/2017 Download Details
 Show Total# Referrals: Refresh Edit Codes Export as Image
 Incidents by Disposition:



Observations from data

- All categories of discipline are greatly reduced this year.
- Discipline rates were higher in years when the junior class was larger than the senior class (2018 & 2019)
- In 2019-2020 there have been only four suspensions as compared to 61 and 70 the previous two years

Overall SBAC Testing Data



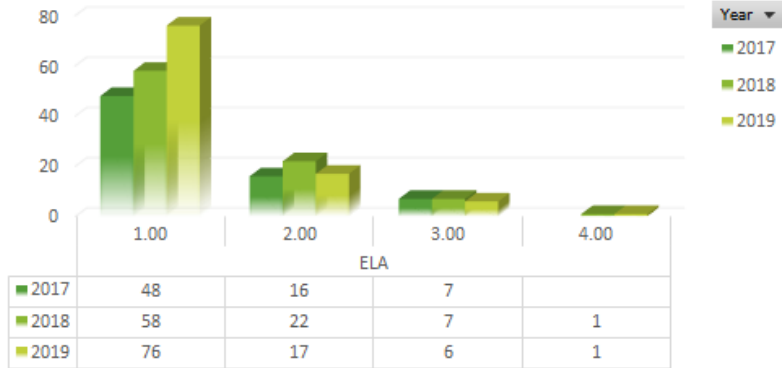
Observations from data

- Students perform slightly better in ELA than Math.
- ELA's scores have trended down the past three years.

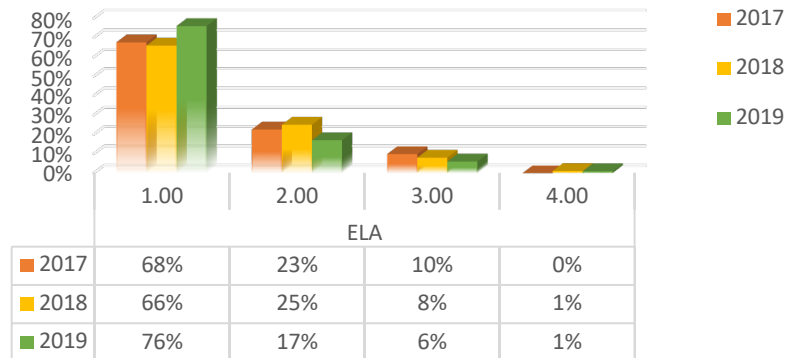
ELA SBAC Testing Data

Count of Student ID

SBAC ELA PROFICIENCY LEVEL BY YEAR



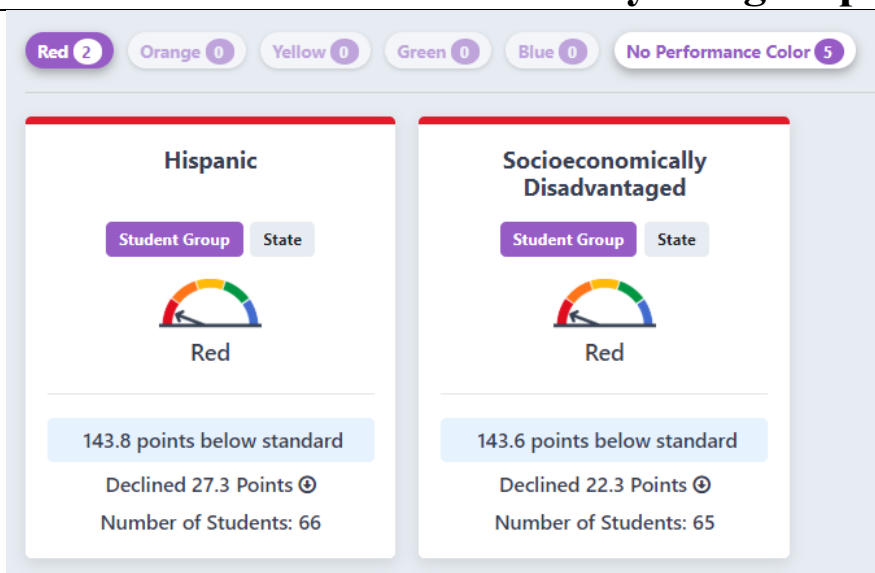
PERCENT OF ELA PROFICIENCY BY YEAR



Observations from data

- The percentage of students scoring in each proficiency level for ELA remains consistent.

ELA Performance Level by Subgroup



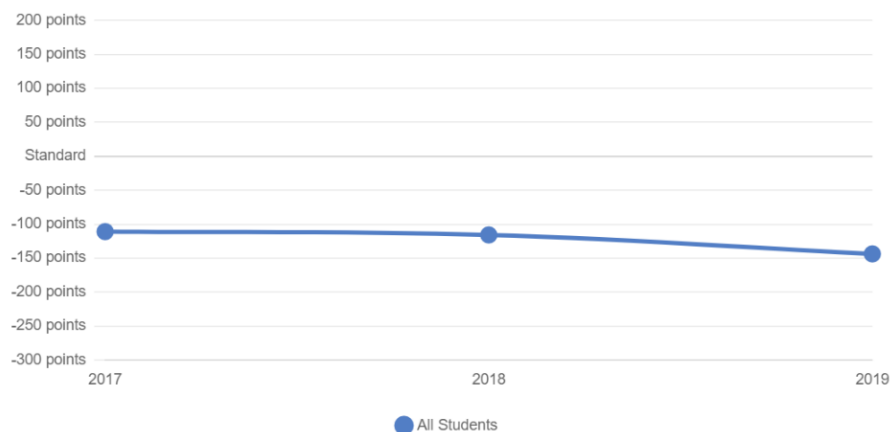
Observations from data

- Both subgroups declined in distance from Standard

Distance from Standard

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.



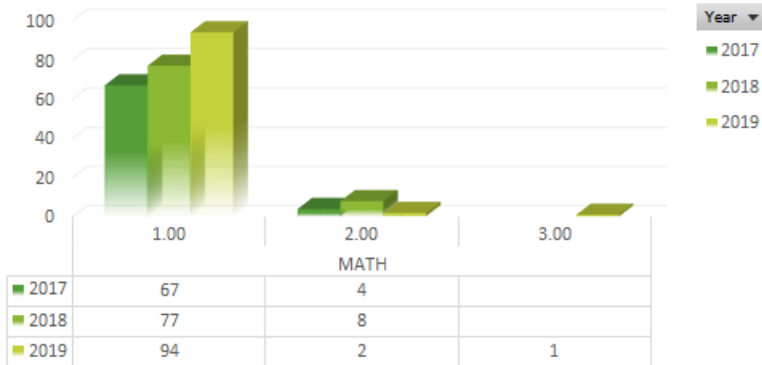
Observations from data

- ELA proficiency remained relatively consistent over the past three years
- From the California Dashboard, the distance from Standard Met declined for each subgroup.

Math SBAC Testing Data

Count of Student ID

SBAC MATH PROFICIENCY LEVEL BY YEAR

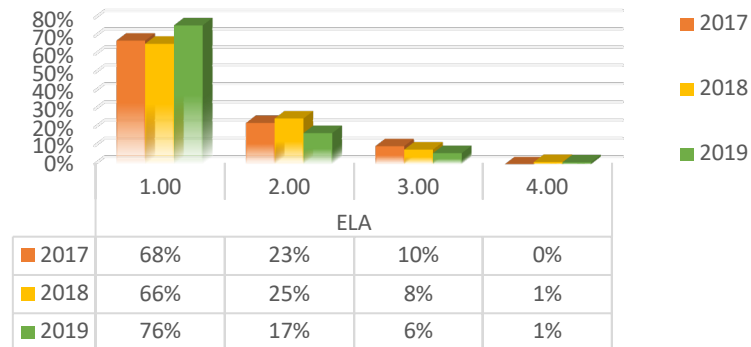


Subject

Perform Level

+ -

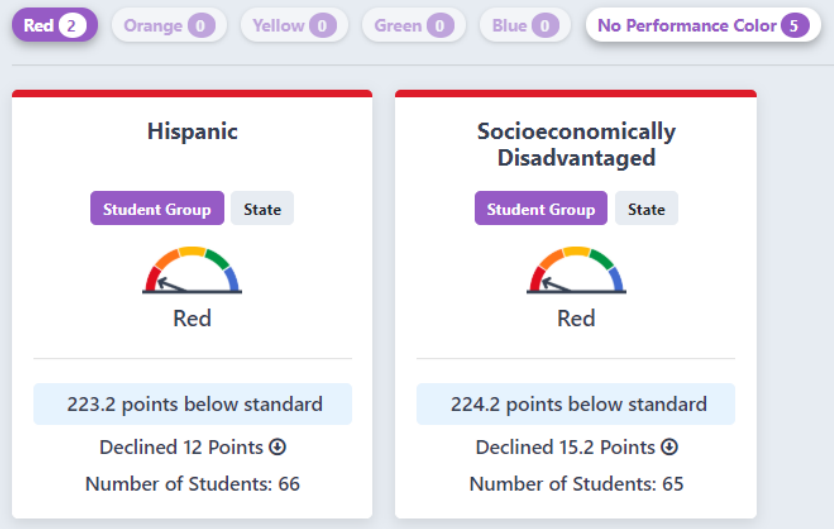
PERCENT OF MATH PROFICIENCY BY YEAR



Observations from data

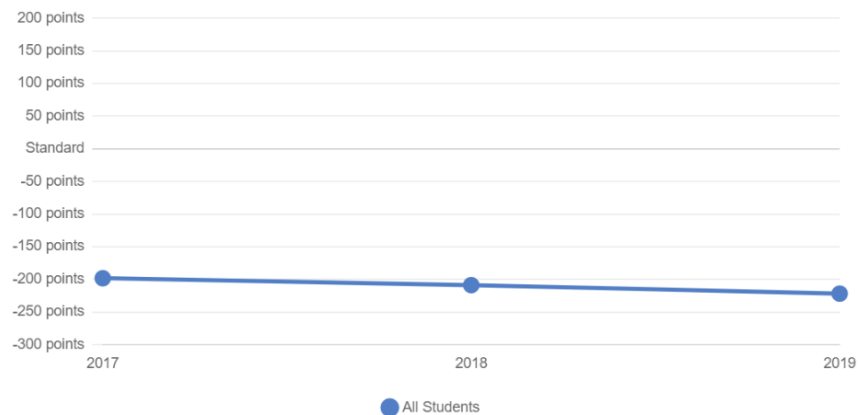
- Math proficiency remained consistent.

Math Performance Level by Subgroup



Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

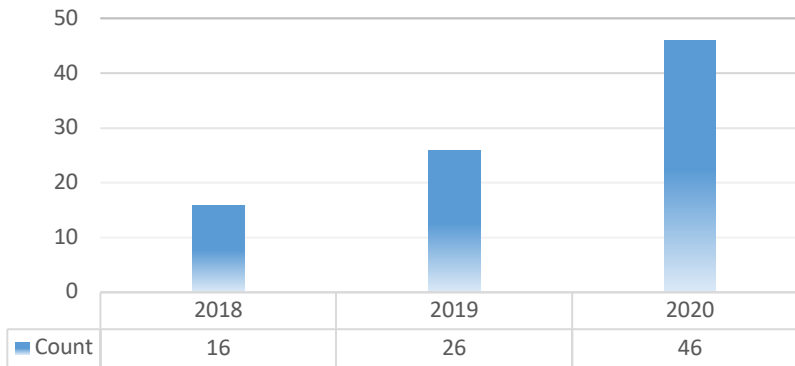


Observations from data

- Decrease in the percentage of students approaching and meeting Math standards.
- Based on the California Dashboard, there has been no significant change in student scores.

Citrus College Dual Enrollment

COUNT OF DUAL ENROLLMENT STUDENTS BY YEAR



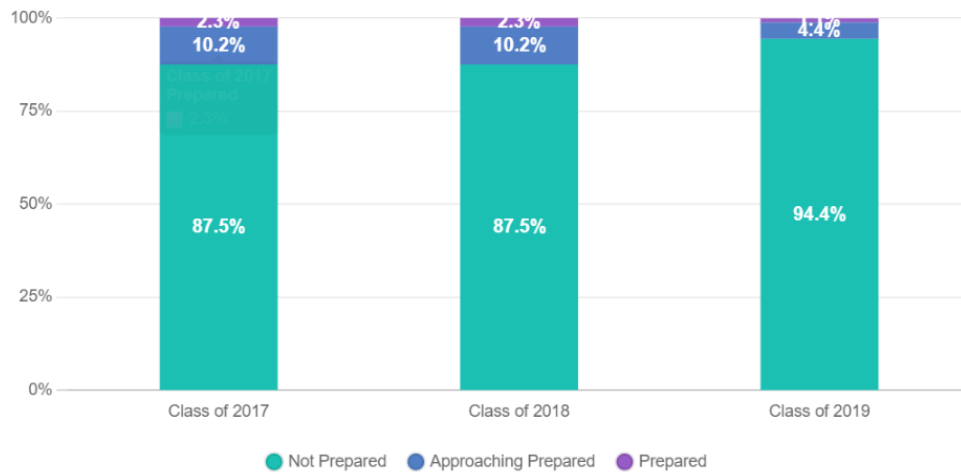
Observations from data

- Student enrollment in the Counseling 145 and 160 course has increased over the three years
- Counseling 145 and Counseling 160 are offered every other year.
- As of the end of 2020, over 80 students will have earned college credit.

College and Career Readiness

College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

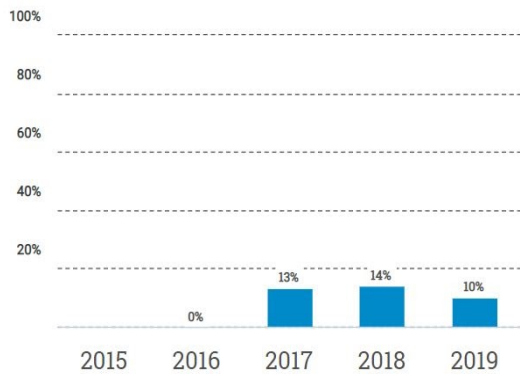


Observations from data

- The majority of students are classified as not being College/Career ready.
- Sierra has a small percentage of students meeting the College and Career Readiness.

Advanced Placement Data

% OF TOTAL AP STUDENTS WITH SCORES 3+



SCHOOL SUMMARY

	2015	2016	2017	2018	2019
Total AP Students		3	15	21	30
Number of Exams		5	17	25	31
AP Students with Scores 3+			2	3	3
% of Total AP Students with Scores 3+		.0	13.3	14.3	10.0

Observations from data

- The number of AP students has increased each year.
- This data has inaccuracies because students bubble school codes incorrectly. Sierra had no students score a 3+ in 2017 and we had no AP students in 2016.













SAT Data

80 Test Taker(s)

SAT School Day March 2018 - April 2018, 11th grade - Scores & Benchmarks

Total Score / Section Scores

EXPORT

Scores by Students		Benchmarks by Students		Essay Scores by Students	
Group	Number of Test Takers	Mean Total Score 400-1600 ?	Mean Evidence-based Reading and Writing Score 200-800 ?	Mean Math Score 200-800 ?	
School	80	740 	379 	361 	↗ Score Details
District ?	80	740 	379 	361 	
State ?	48,718	924 	470 	454 	
Total Group ?	862,864	981 	496 	485 	

[Score Details](#)

Test Scores (10-40)

Legend

Reading ?

Mean Score **19**

	Need To Strengthen Skills		Close to Being on Track for College Readiness		On Track for College Readiness
School	68% 54 Test Taker(s)		33% 26 Test Taker(s)		0% 0 Test Taker(s)
District	68%		33%		0%
State	27%		61%		13%
Total Group	20%		60%		21%

[See Students in Each Performance Group](#)

Writing and Language ?

Mean Score **19**

	Need To Strengthen Skills		Close to Being on Track for College Readiness		On Track for College Readiness
School	63% 50 Test Taker(s)		38% 30 Test Taker(s)		0% 0 Test Taker(s)
District	63%		38%		0%
State	31%		60%		8%
Total Group	25%		60%		15%

[See Students in Each Performance Group](#)

Math ?

Mean Score **18**

	Need To Strengthen Skills		Close to Being on Track for College Readiness		On Track for College Readiness
School	91% 73 Test Taker(s)		9% 7 Test Taker(s)		0% 0 Test Taker(s)
District	91%		9%		0%
State	52%		42%		6%
Total Group	39%		51%		10%

[See Students in Each Performance Group](#)

75 Test Taker(s)

SAT School Day March 2019 - April 2019, 11th grade - Scores & Benchmarks

Total Score / Section Scores

EXPORT

Scores by Students		Benchmarks by Students		Essay Scores by Students	
Group	Number of Test Takers	Mean Total Score 400-1600 ?	Mean Evidence-based Reading and Writing Score 200-800 ?	Mean Math Score 200-800 ?	
School	75	726	366	360	Score Details
District ?	615	881	442	439	
State ?	89,445	920	467	453	
Total Group ?	960,334	973	491	482	

Test Scores (10-40)

Legend

Reading ?

Mean Score **19**

	Need To Strengthen Skills	Close to Being on Track for College Readiness	On Track for College Readiness
School	77% 58 Test Taker(s)	23% 17 Test Taker(s)	0% 0 Test Taker(s)
District	37%	57%	6%
State	28%	61%	11%
Total Group	22%	58%	20%

[See Students in Each Performance Group](#)

Writing and Language ?

Mean Score **18**

	Need To Strengthen Skills	Close to Being on Track for College Readiness	On Track for College Readiness
School	79% 59 Test Taker(s)	21% 16 Test Taker(s)	0% 0 Test Taker(s)
District	40%	56%	4%
State	32%	60%	8%
Total Group	27%	59%	14%

[See Students in Each Performance Group](#)

Math ?

Mean Score **18**

	Need To Strengthen Skills	Close to Being on Track for College Readiness	On Track for College Readiness
School	97% 73 Test Taker(s)	3% 2 Test Taker(s)	0% 0 Test Taker(s)
District	58%	39%	3%
State	52%	42%	5%
Total Group	40%	50%	10%

[See Students in Each Performance Group](#)

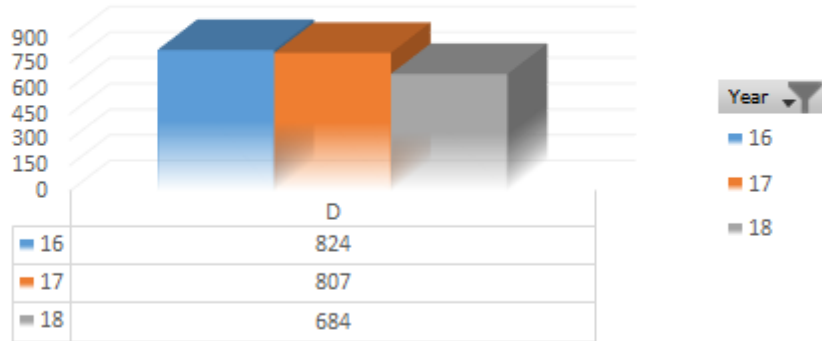
Observations from data

- SAT scores do not indicate college readiness.
- More students test Close to Being on Track for College Readiness in Reading, Writing, and Language than in Math.

D and F Count by Year

Count of StudentID

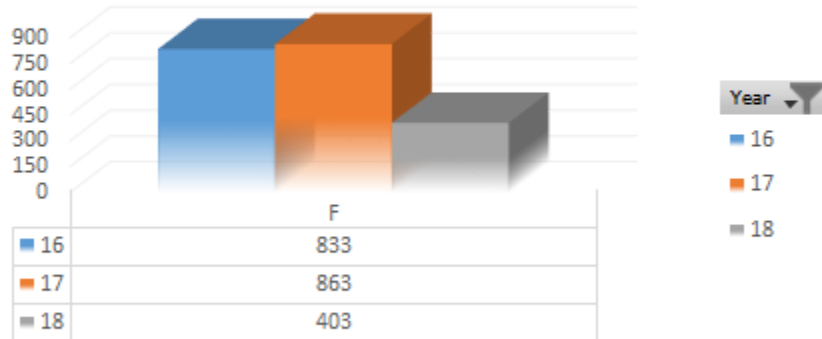
COUNT OF D GRADES BY YEAR



Mark

Count of StudentID

COUNT OF F GRADES BY YEAR



Mark

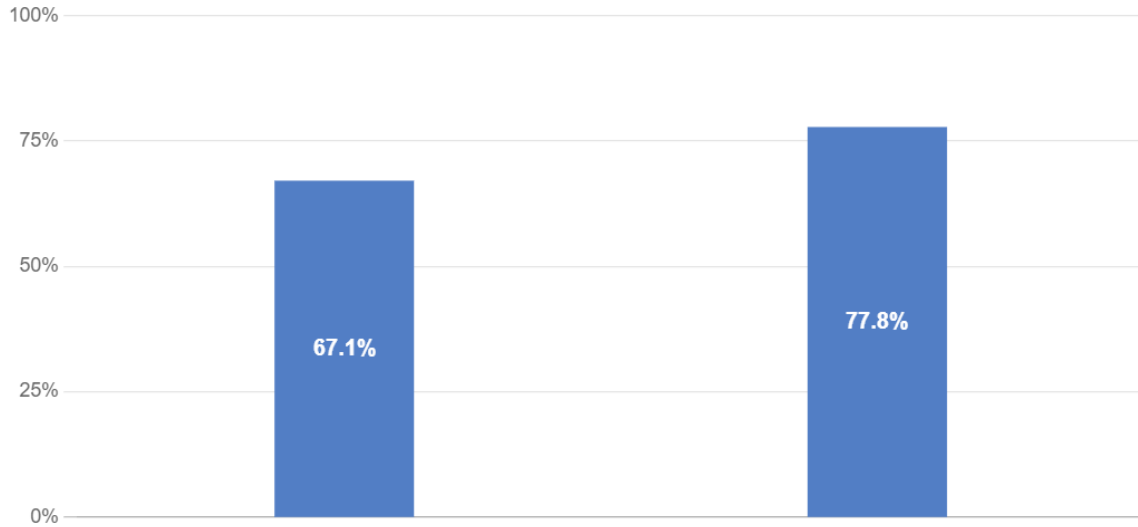
Observations from data

- There has been a drop in the number of Ds and Fs in 2018
- More students test Close to Being on Track for College Readiness in Reading, Writing, and Language than in Math.
- The number of students receiving a grade of “F” decreased by over 50%.

Graduation Rate

Graduation Rate By Year

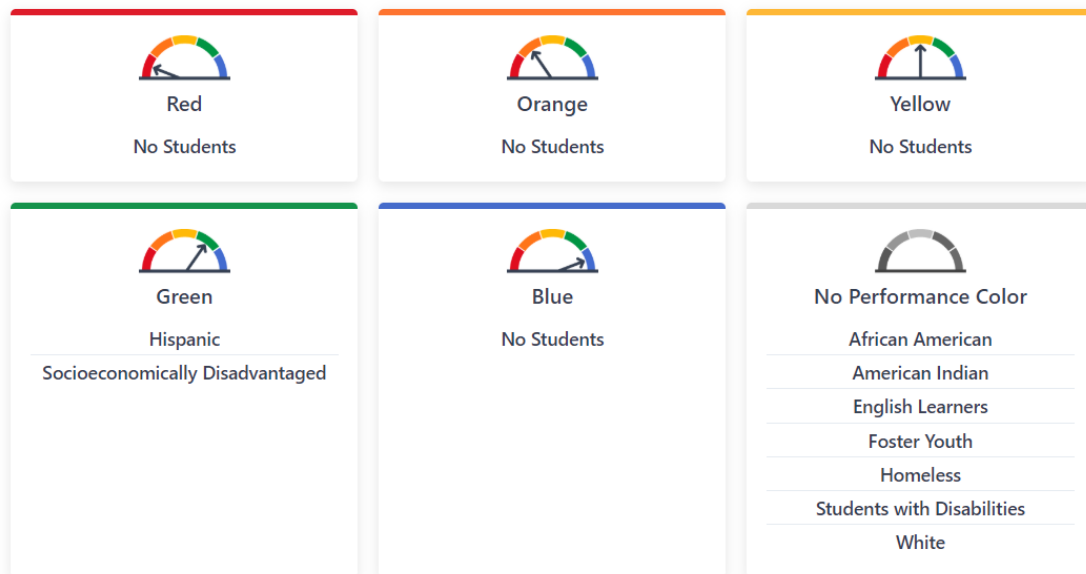
Percentage of students who received a high school diploma within four or five years of entering ninth grade or complete their graduation requirements at an alternative school.



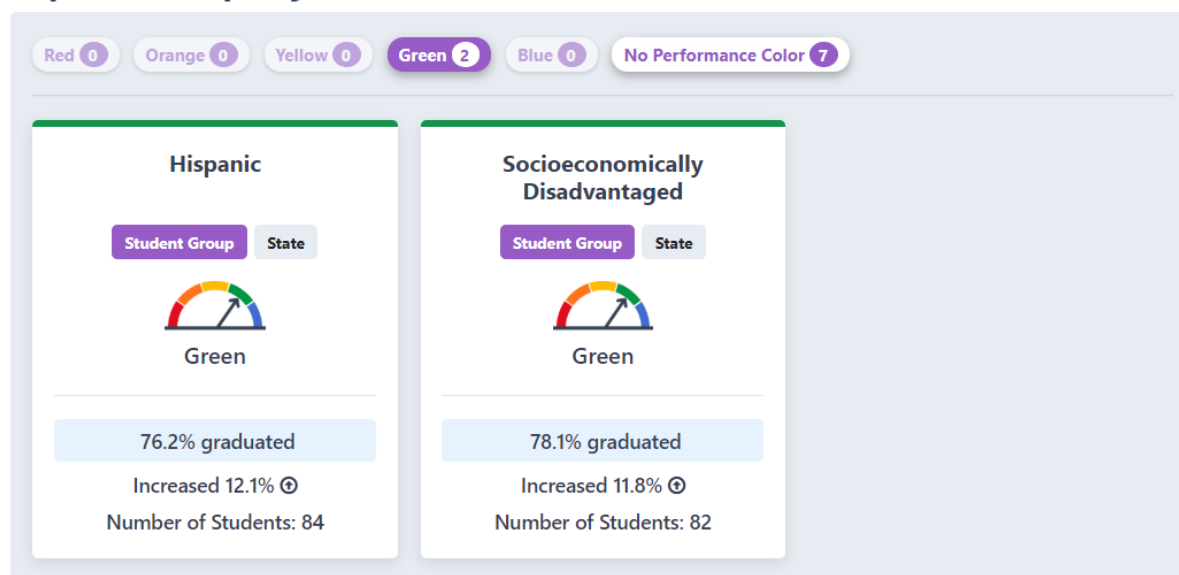
Student Group Details

All Student Groups by Performance Level

2 Total Student Groups



Explore Groups By Performance Level



Observations from data

- Data taken from the DASS Dashboard. Data is only available for the past two years. <https://www.caschooldashboard.org/reports/19642791931765/2019/academic-engagement#graduation-rate>.
- Sierra had a Graduation rate increase of 11% over the last two years.
- Sierra's two main subgroups, Hispanic and SED, changed from Orange to Green.

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific curricular programs since the last full visit.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

Significant changes and/or developments that have occurred since the last full visit:	Description of the impact these changes and/or developments have had on the school and/or specific curricular programs.
Program Additions/Changes	
<p>Azusa Unified School District has been a district in declining enrollment for multiple years. The district has implemented programs such as International Baccalaureate and Dual Enrollment to entice students to stay in the district as well as lure students from neighboring school districts. After discussion with the School Board and the PAC+ it was decided to close two schools in the district. Teachers from the affected schools were moved to various schools in the district. The former campus of Sierra was designated as a site that was either to be sold or leased in the future. Sierra was relocated to Gladstone Street Elementary, a site designated by the PAC+ to close. The future goal of the district is to move the Adult School to the former Gladstone Street campus with Sierra, just as how it was before.</p>	<ul style="list-style-type: none"> • The number of classrooms has remained the same (since the move), but the flexibility as to where teachers are placed is limited. • Sierra no longer has a computer lab, teachers would use that as a work place whenever their room was being used by ROP. • Classified staff now utilize the teachers' lounge as a work space, due no available place to work in the office. • There are only three chairs in office for students or visitors and issues with privacy have become a concern • Number of rooms available for classroom instruction decreased from 15.5 full size classrooms to the equivalent of 13 full size classrooms • The move has greatly impacted the district as a whole in regards to completing site work orders • Overall the new site is a better environment--more spaces for students to congregate • Gained cafeteria -- which provides a sheltered area for students to eat,

	<p>the area can be used for school events</p> <ul style="list-style-type: none"> • Not all aspects of the move have been completed • Some instructional materials were delayed
<p>Since the last WASC visit, Sierra has decreased from the equivalent of 15.5 classrooms to 13</p>	<ul style="list-style-type: none"> • At the old site, Room 7 became nutrition services because the food kiosk did not meet safety guidelines. • At the old site, Room 15 was used as a full time ROP classroom; new site has a half size room for ROP/small classes • At the new site, PE went from a double classroom to a smaller room
<p>The former principal of Gladstone Street Elementary has become the new assistant principal for Sierra High School. His familiarity with the campus helped resolve issues related to the move. In addition, his presence has increased administrative support on campus. The addition of an assistant principal frees up time for both administrators to be instructional leaders on campus.</p>	<ul style="list-style-type: none"> • AP is the primary administrator for the SOAR program which has allowed the Principal to focus more on Sierra. • AP deals with site issues when principal is off site. • AP handles more of the discipline issues instead of the counselor which has <ul style="list-style-type: none"> ○ Protected the counselor-student relationship ○ Allowed counselor to focus on student academic needs. • Office and staff morale is better due to increased administrative support. • AP provides additional supervision before school, during passing periods, lunch and dismissal.
<p>With Sierra moving from the city of Glendora to the city of Azusa, this necessitated the hiring of a new SRO. Currently the SRO is on campus from Tuesday through Friday. If issues arise on a Monday, the Azusa Police dispatcher will either</p>	<ul style="list-style-type: none"> • Previous SRO was on campus five days a week, but for fewer hours per day. Hours varied due to the time allocated to the SRO by Glendora PD/AUSD MOU • Current SRO is on campus four days a week, from 8-4.

<p>send over the SRO from Azusa High School or another patrol officer.</p>	<ul style="list-style-type: none"> • More time of SRO duty benefits staff and students as he is present and visible • SRO continues to have a positive impact on campus safety/security
<p>In 2018-19 Sierra hired an additional 6 hour campus aide. This person did not complete the school year. No additional funding was renewed for the next school year.</p>	<ul style="list-style-type: none"> • Provided additional security for the campus. • This issue has been offset by the addition of the assistant principal. • Placement of campus safety in a specific area is recommended • Due to the recent collective bargaining agreement, teachers now rotate campus supervision before school.
<p>AP HUG was introduced in 16-17. Since the previous WASC visit Sierra has added AP Gov, AP Studio Art 2D, and AP Environmental Science.</p> <p>Several students have passed the AP College Board exam and earned college credit. Over the past three years, five students have passed AP Studio Art and one student has passed AP Government. The goal is to increase the academic rigor on campus and to provide course offerings that are available to them at the comprehensive high school.</p>	<ul style="list-style-type: none"> • Has increased academic rigor • Added A-G course offerings • Increased student self-esteem, morale, and overall school culture • More singletons make scheduling harder • Based on graduation status, everyone has the opportunity to enroll in AP courses.
<p>With the move to Gladstone Street Elementary, Sierra now has a fully functional kitchen as well as a cafeteria. At the old site, school lunch was served to students from a reconditioned food truck. Food services for the students was then moved to a classroom and the ROP classes were moved to a rotating basis amongst the existing classrooms. In addition, Sierra now controls usage for the MPR. At the previous site, Sierra would need to secure permission through the Adult School.</p>	<ul style="list-style-type: none"> • Dedicated, sheltered area for awards ceremonies, assemblies, blood drives, parent meetings • We have groups of students who eat inside • The way the food is served is more dignified, it feels that kids matter • The impact is positive for both Sierra as a site and students because they have a warm sheltered place to eat and we have primarily control of the facility • The addition of the cafeteria has not reduced the impact of losing room 7, which exacerbated the

	impact of ROP classes sharing classrooms with Sierra teachers
In 2016/17, Sierra started a partnership with Citrus College to provide College Readiness 160 for selected students after school on the campus of Sierra High School. In 2017/18, Citrus College added Career Readiness 145. Now students who spend two years at Sierra High School have the opportunity to earn up to six college units and up to 20 high school elective credits. In addition, students who complete both 160 and 145 are deemed college and career ready.	<ul style="list-style-type: none"> • Dual enrollment that enables students to earn six college credits (free of charge) and 20 high school credits • Students have the extra time to work on APEX three days a week (Early release M-W-F) • These students are already college students when they finish high school, and may improve their registration status • Students get to work with college instructors • Students have access to Citrus College services such as: library, computer lab, free night classes, student union, college counseling • Provides additional opportunities for students to receive credits (HS & College readiness)
Until the Azusa Adult School moves to our campus, the site custodian will be sharing time between campuses. Currently, Sierra shares both day and night custodians.	<ul style="list-style-type: none"> • Custodial services were available from 6:00 a.m. to 2:30 p.m.. This year services are available from 6:00 a.m. to 7:30 a.m. and 10:30 a.m. to 3:00 p.m.. • Greatest impact is on the school office. Office has lost cleaning time to accommodate custodial travel time. • Admin has to deal with custodial services • Trash removal is inconsistent
With Sierra losing ASL and the need to meet future AUSD World Language requirements, the principal investigated offering Spanish 101 through Citrus College. Problems ensued when a teacher could not be found to teach the class as well as the inability for the schedule to take on a class that was only offered for 2.5 periods a day and only two days a week.	<ul style="list-style-type: none"> • Class of 2021 requires World language to graduate, we currently do not offer foreign language or ASL • The future goal of Sierra is to offer a World Language to students.

<p>The current plan is for the Azusa Adult School to take over the other half of the Gladstone Street Elementary campus. Another result of the move is that Sierra has seen a reduction in P.E. facilities.</p>	<ul style="list-style-type: none"> • Smaller weight room • PE is closer to more classrooms and has a noise effect on classrooms (during finals) • Lack of fields has impacted our sports program, all the games have to be off site • Field is inadequate for high school sports
<p>With every classroom having access to Chromebooks, it was decided that a school computer lab was no longer needed.</p>	<ul style="list-style-type: none"> • Computer lab became the PE/weight room • Based on network requirements, students are unable to print from chromebooks • Yearbook is impacted due to no access to desktop computers as the yearbook program runs poorly on Chromebooks
<p>During the past three years, ELA, Social Science, and Math have adopted new curriculums and/or textbooks.</p>	<ul style="list-style-type: none"> • With the implementation of College Preparatory Mathematics, teachers have had multiple days of professional development and have encountered typical issues that any new program would experience • With the implementation of new social science curriculum, teachers have had multiple days of professional development and have encountered typical issues that any new program would experience • WIFI is unreliable • Rostering issues impacted the implementation of the online portion of the ELA adoption (because of trimesters) affects classes
<p>Some years ago, to meet the demand of our district population, the district started a CCAT class. As of now, the CCAT class has remained at the former site. The principal of Sierra is still the Evaluator of the FTE in charge of CCAT.</p>	<ul style="list-style-type: none"> • Minimal impact due to principal travel time to IEPs and evaluations

During the action plan process a few years ago, the staff investigated additional ways to meet the needs of students. Advisory was determined as the best way to build stronger student-school relationships, increase course completion and decrease fail rates. Beginning this year, Advisory was incorporated into the master schedule. Over the course of time, the students and staff will investigate the effectiveness of the program.	<ul style="list-style-type: none"> • Advisory committee is still investigating program effectiveness • Students improved grades • Provides additional time to do assignments • Students have a go-to person on campus • Inconsistent student buy-in • School day is longer • Unclear on gradebooks what student work can be made up
A small portion of the student population would show up consistently, but were not successful in the classroom setting. To meet these needs, Sierra added a HISET preparation course to the master schedule. The HISET program allows students to attend core classes periods 1-3 and HISET in periods 4-5. Sierra collaborated with AEC to ensure that all students could take the subject specific test during the school day. Due to HISET completion and age restrictions at the end of 2019/20 only one student was able to complete the exams during the school year. However, an additional two students passed during the summer.	<ul style="list-style-type: none"> • Successful first year of HISET • 50% completion rate (all five tests) • 83% passed at least two subject tests • Difficulty will be with not having Adult Ed on campus to test • The HISET program continues to be evaluated for program effectiveness.
Expansion of the San Gabriel Continuation Sports League. In addition to the current sports offered to the students, a girl's volleyball season was added to the list of sports offered.	<ul style="list-style-type: none"> • More girl centric than other sports. • Helps students to get involved with extracurricular activities • Helps build feeling of self-worth • Has helped students stay on task • Program has taught sportsmanship, has strong buy in from the other participating schools, builds relationships among players and between players and coaches
CSI monies not implemented	<ul style="list-style-type: none"> • Multistep process

III: Engagement of Stakeholders in Ongoing School Improvement

- **Describe the process for developing, implementing, and monitoring the schoolwide action plan/SPSA and preparing the progress report.**
 - **How were stakeholders involved in developing the schoolwide action plan/SPSA**
 - **How were stakeholders involved in implementing and monitoring the schoolwide action plan/SPSA**
 - **How were stakeholders involved in the presentation of the progress report?**

Since the last full visit, the leadership team responsible for overseeing the WASC Action Plan has consisted of a representative teacher from English Language Arts, Social Science, Science, RSP and Mathematics. The WASC Chair is a member of this team and has assisted in facilitating activities related to the Progress Report development. Members together and in smaller teams have worked on all aspects of the report. This team was instrumental in writing parts one, two and three of this document.

In fall 2019, all staff members participated in providing written input for *Part IV, Progress on the Critical Areas for Follow-up*. First, content teams were asked to submit input on progress related to their content area. On a student-free day following this, the staff was divided into teams, and was asked to review the critical needs and Action Plan steps and to provide evidence to support their findings. This information was synthesized by the WASC Team.

SHS has a calendared early release schedule during which time teachers participate in professional learning communities, professional development, and reflection of student work. WASC updates and reference to our Action Plan items are part of monthly staff meetings. Stakeholders have been involved to some extent in the preparation of this report. The following are examples of preparation activities:

- Students completed the online Student Survey in advisory classes
- Parents were invited to complete the online Parent Survey during Report Card Night and ongoing in the Parent Center
- Data was collected from Illuminate, Dataquest, and Aeries, the district student information systems.
- Teachers worked in teams and individually to complete the Action Plan progress template

Each site in the Azusa Unified School District is responsible for reporting to the governing board the annual progress on the implementation of its Single Plan for Student Achievement, which in the case of high schools, aligns to goals in the WASC Action Plan. Sierra High School has crafted staff development activities, staff collaborations and other meetings and activities associated with school improvement to center on goals developed through WASC and on those identified for growth through our Single Plan for Student Achievement and the goals set forth by the Governing Board. Since the last full visit, the Governing Board has crafted a new mission statement and goals. The revised Action Plan reflects activities in alignment with and supportive of those goals. A copy of this report will be sent to the governing board prior to the visit.

The initial school wide action plan was developed three years ago at the beginning of our initial WASC cycle. In 2019, the School Wide Action Plan was revisited by all stakeholders and slight modifications were made to specific action plan steps. Implementing and monitoring the school wide action plan continued to be a focus of the administration, staff and all stakeholders. This process has been shared with the district WASC action team throughout this year and the completed document will be shared with all stakeholders through physical distribution of the document and through our school website.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

- **Explain how the identified student learner needs have been addressed in the schoolwide action plan/SPSA**

The identified Student Learner Needs directly drive the Action Plans and are the focus of the SPSA, which aligns to the District's Action plan. This year the District adopted a new SPSA template. Each Goal or Action plan item of the SPSA is directly tied to the District LCAP Plan. Goal 1: Increase student success on Common Core and narrow achievement gaps; Goal 2: Improve the achievement of English Learners; Goal 3: Increase College and Career Readiness; Goal 4: By June 2020, Parent & Student Leadership, Engagement, and Positive Perception will increase; Goal 5: Improve learning environment and school climate. Based on SBAC data, AP enrollment and test results, Citrus College course enrollment, surveys, and stakeholder input, each of the goals has been addressed and student needs in order to meet those goals has been outlined within the action plan/strategy items.

The school incorporated all of the areas of the critical areas of follow-up into the Action Plan. In the table below is the progress made in each of these areas, evidence, and examples of the impact on student learning.

Critical Learner Needs	
Improving Student Achievement in Reading and Writing Skills	<p>School-wide Learner Outcomes: Effective Communicators, Academic Achievers</p> <p>Action Plan 1</p> <p>SPSA: Goal 1 - ELA- Increase student achievement</p> <p>LCAP Goal 2 - Increase English learners' achievement at Sierra</p>
Improving Student Achievement in ELA and Mathematics	<p>School-wide Learner Outcomes: Effective Communicators, Academic Achievers</p> <p>Action Plan 1</p> <p>Action Plan 2</p> <p>SPSA: Goal 1 - ELA</p> <p>SPSA: Goal 2 – Math</p> <p>LCAP: Goal 1 - Increase student achievement</p> <p>LCAP: Goal 2 - Increase English learners' achievement</p>
Credit Completion/Post-Secondary Opportunity	<p>School-wide Learner Outcomes: Responsible Citizens, Academic Achievers</p>

	<p>Action Plan 3 Action Plan 4</p> <p>SPSA: Goal 1 ELA SPSA: Goal 2 Math</p> <p>LCAP: Goal 3 - Increase all students' college and career readiness LCAP: Goal 4 - Increase parent/student leadership, engagement and positive perception</p>
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- **Provide a summary of progress and impact on student learning of the schoolwide action plan's identified school needs/identified**

student learner needs referencing the identified growth areas for continuous improvement. Cite relevant supporting evidence.

1. SHS administration and staff will develop curricular opportunities to increase student mastery of standards and schoolwide learner outcomes and to reduce course failure rates.		
Action Plan: 1.1, 1.2, 1.8, 1.10, 1.15, 1.17, 2.1, 2.2, 2.4, 2.5, 2.9, 2.12, 2.13, 3.1, 3.2, 3.4, 3.9, 3.12, 4.2 SPSA: Goal 1, Goal 2, Goal 3		
Progress	Impact on Learning	Evidence
<p>ELA has begun to identify Essential Learnings in all ELA courses</p> <p>Multiple days out of the classroom to collaborate and define course essential learnings and support materials</p>	<p>Teachers develop lessons that have targeted outcomes and expectations</p> <p>Students receive the necessary support to access the lesson curriculum</p>	<ul style="list-style-type: none"> • PD Agendas • Classroom Observation • Essential Learning documents • 9th grade document completed • Lesson plans • Lesson studies • Sub records
<p>Sierra art students are starting a collaboration with APU student mentors and will meet four times and have an art show in March</p>	<p>Helps students convey ideas through artistic expression and prepares students to work with college level peers.</p>	<ul style="list-style-type: none"> • Student roster • Schedule of upcoming meetings
<p>HISSET</p>	<p>Students who have not been successful in the normal classroom setting and who would not be able to earn a high school diploma can earn a state issued high school equivalency credential.</p>	<ul style="list-style-type: none"> • Student Rosters • Testing schedule
<p>Math has begun to identify Essential Learnings</p>	<p>Identifying essential learnings and skills needed for subsequent courses will focus teacher efforts and prepare students for success in future coursework.</p>	<ul style="list-style-type: none"> • Agenda • Essential Learnings outline for Survey of Math

<p>Spent three days working on essential learnings for Survey of Math</p> <p>Agreed upon essential learnings</p> <p>Started CFAs</p> <p>Integrated II work began on 1/27/2020</p>		<ul style="list-style-type: none"> • Sub reports
<p>The Social Science teachers has met with other district teachers to identify essential questions to ways support the new curriculum</p>	<p>Teachers develop lessons that have targeted outcomes and expectations that are aligned with state standards.</p>	<ul style="list-style-type: none"> • Curriculum path • CFAs • TOSA led meeting rosters • Agendas
<p>Advisory has been approved by the district and staff and incorporated into the master schedule.</p>	<p>Students have 23 minutes, four days a week, to identify missing assignments, work on said assignments, study for tests, check Aeries for grades, work on Apex courses and to complete ILPs to reduce course failure rates and increase GPAs.</p>	<ul style="list-style-type: none"> • MOU • Master schedule • Class rosters • Completed ILPs in student agendas • Grade checks in student agendas
<p>ILP Training for all teachers</p>	<p>Teachers review ILPs during school orientation, advisory and at report card night to inform students of their current graduation status and necessary steps needed to graduate on time.</p>	<ul style="list-style-type: none"> • Staff meeting rosters • Staff meeting agendas • ILPs • Orientation rotation schedule
<p>Administrators and the counselor have called and met with parents and students who are earning</p>	<p>Parents are shown student's graduation status and what is needed in order for students to graduate</p>	<ul style="list-style-type: none"> • Aeries records of graduation status meetings • Documents in agendas are

<p>Fs/in danger of not graduating.</p> <p>Parent meetings are offered during report card nights</p> <p>CPM (Math) and Collections (ELA) Parent nights</p> <p>Report Card Night</p>	<p>At the CPM and Collections meetings, parents were shown the text and online components of each of the programs. Parents were taught how to access online components and support their students with the new curriculum.</p>	<p>reviewed and updated</p> <ul style="list-style-type: none"> • Parent meeting invitations • Agendas • Sign-in sheets • Report card night sign-in sheets
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<p>2. SHS administration and staff will engage in ongoing, targeted PLCs focused on analyzing common formative assessments to guide instruction</p>		
<p>Action Plan: 1.3, 1.4, 1.6, 1.7, 2.9, 2.12, 2.13, SPSA: Goal 1, Goal 2</p>		
Progress	Impact on Learning	Evidence

PLC groups meet for Standards Based Learning	PLCs discuss and support the four essential questions of the purpose of PLC groups: What do we want students to learn, how do we know they are learning, what do we do if they do not learn, and what do we do for those who have learned it.	<ul style="list-style-type: none"> • Wednesday early release schedule • CFAs in Illuminate and Google forms
Start of year data analysis provides staff with an overall picture of student learning and progress.	Staff use data to evaluate student performance and course grades to refine future instructional practices.	<ul style="list-style-type: none"> • Meeting Agendas • Staff Notebooks • SBAC, AP and SAT Data
CALLI/Three Drivers	Over the past two years all teachers in the district have participated in six days of professional learning centered around academic discourse, collaborative practices and cognitive rigor.	<ul style="list-style-type: none"> • Meeting Agendas • Staff training • Release days • Sign-in sheets
Teachers are using Illuminate to create Formative Assessments	Staff use results to inform on student learning. Formative assessments can be created and administered during instruction.	<ul style="list-style-type: none"> • Meeting Agendas • Staff training • Formative Assessments in Illuminate
District TOSAs continue to be available as departments need them	Teachers collaboratively engage in a “Lesson Study” with an agreed upon outcome/standard that examines student engagement. TOSAs are available to support staff with as-needed PD	<ul style="list-style-type: none"> • Release days • Lesson study plans • TOSA sign-in

3. SHS administration and staff will develop and implement systemic practices of data analysis for internal and external assessments using EADMS to disaggregate data for all subgroups to increase student success.

Action Plan: 1.4, 1.6, 1.7, 1.14, 1.18, 2.1, 2.9, 2.12, 2.13, 3.12
SPSA: Goal 1, Goal 2

Progress	Impact on Learning	Evidence
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Since the self-study, the district has gone from EADMS to IO to Illuminate.	As with any new program, the initial steps of learning the program take time.	<ul style="list-style-type: none"> • District records • Training agendas • Sign in sheets
This is a focus area for the 2019-2020 school year and beyond.	Systemic and consistent data analysis will support development of PLC group work and student achievement of standards	<ul style="list-style-type: none"> • Testing committee agenda
A testing committee has been formed to schedule school wide writing and other CFA opportunities	Increased data will enrich data analysis protocols	<ul style="list-style-type: none"> • Testing committee minutes • Completed School wide writing prompts
Data protocols have been piloted in the ELA department and at staff meetings	Gives teachers tools and structured ways to analyze data which increases teacher collaboration.	<ul style="list-style-type: none"> • Meeting calendar • Meeting agendas
Sierra students participate in district wide assessments in ELA and Math	Teachers review data to inform instruction.	<ul style="list-style-type: none"> • District testing calendar • Illuminate (etc.) data
Sierra students participate PSAT and SAT days offered districtwide	Scores are used to make scheduling decisions for AP and reclassification of EL learners	<ul style="list-style-type: none"> • PSAT Scores • SAT Scores • Testing day schedules • Transcripts

4. SHS administration and staff will increase cross-curricular integration using research-based instructional practices to increase student mastery of standards and schoolwide learner outcomes to reduce course failure rates.

Action Plan: 1.3, 1.7, 1.13, 1.15, 1.17, 2.4, 2.9, 2.13, 3.9, 3.10, 4.2

SPSA: Goal 1, Goal 2, Goal 3

Progress	Impact on Learning	Evidence
AP Environmental Science and AP Government are exploring	It will help students perform better on the AP exam through a	<ul style="list-style-type: none"> • Future evidence: common lesson

areas of overlap where cross-curricular integration will best increase student mastery.	deeper understanding of how APES is a very social science focused science Real world applications and consequences will increase student engagement	plans, discussion topics, gradebook data
Currently takes place with the VAPA/Science teachers	Students performed dissections in Biology and drew DaVinci style diagrams which allow students to communicate artistically	<ul style="list-style-type: none"> • Lesson plans • Drawings • Dissections
AP Gov/Math/SS crossover with polling	Students in AP Government designed and conducted polls on topics of their choice. Integration with Survey of Math can increase student achievement and engagement.	<ul style="list-style-type: none"> • Lesson plans • Completed polls
Using agendas in classes, looking at grades in advisory, grade checks	Students can routinely check their grades and receive support from staff members to address grade deficiencies	<ul style="list-style-type: none"> • Master schedule • Class rosters

5. SHS administration and staff will refine and implement the student Individual Learner Plan (ILP) to increase student personal responsibility and academic accountability for learning.		
Action Plan: 1.9, 1.11, 1.13, 1.15, 2.3, 2.4, 2.13, 3.1, 3.2, 3.4, 3.9, 3.10, 3.12, 4.1, SPSA: Goal 1, Goal 2, Goal 3		
Progress	Impact on Learning	Evidence
ILP was updated with stakeholder collaboration	Updated ILP form is more effective at identifying and addressing graduation needs for all stakeholders.	<ul style="list-style-type: none"> • Student Agendas • Parent meetings

		<ul style="list-style-type: none"> Day one rotation schedule
All students complete their ILP at the beginning of the year	Parents and students are able to analyze transcripts and develop an accurate assessment of courses needed to complete the graduation requirements	<ul style="list-style-type: none"> Student Agendas Parent meetings Day one rotation schedule
Counselor and staff systematically assist students with updating their ILP during the year	Students monitor and record their progress towards graduation.	<ul style="list-style-type: none"> Advisory Student agendas
Advisory was approved for the 2019-2020 school year	Students take ownership of academic progress	<ul style="list-style-type: none"> Bell schedule Class rosters

6. SHS administration and staff will collaborate with district staff to develop, monitor and evaluate the professional development opportunities to support and promote research based teaching and learning practices to advance the personal and academic success of all students.

Action Plan: 1.1, 1.6, 1.7, 1.10, 1.14, 1.18, 2.6, 2.13

SPSA: Goal 1, Goal 2

Progress	Impact on Learning	Evidence
Subject based professional development to support content adoptions: ELA-	Professional Development was provided to assist teachers with implementing new instructional methods, online delivery of content, and to ensure that	<ul style="list-style-type: none"> Meeting rosters Meeting calendar

Collections, Math - CPM, Social Science-McGraw Hill	all lessons are aligned with state standards	
ELA lesson study	Teachers collaboratively engage in a “Lesson Study” with an agreed upon outcome/standard that examines student engagement	<ul style="list-style-type: none"> • Release days • Lesson study plans • TOSA sign-in
Solution Tree and PLC training	Some staff members have attended a PLC conference and we are investigating the possibility of more staff members attending conferences with CSI monies.	<ul style="list-style-type: none"> • Conference forms • Sub days • Proposals have been sent to the district office for future spending
AP Summer Institute	All AP teachers have completed AP training through college board which provided information of the AP test format, exam content and scoring rubric which can be conveyed to students to improve student performance.	<ul style="list-style-type: none"> • Conference forms • APSI certificates • Teacher materials
CSI funding for RTI exploration	CSI funding was awarded to Sierra High School at the end of the 2019 school year. This will give Sierra opportunities to attend conferences and other professional developments which will foster student improvement.	<ul style="list-style-type: none"> • Meeting agendas • District records
Social emotional PD with ERMHS (Education Related Mental Health Services)	ERMHS staff conducted at least two professional development meetings addressing trauma informed practices and student reaction to personal trauma. This deepened teacher understanding of student behaviors in class and in interpersonal interactions.	<ul style="list-style-type: none"> • Meeting roster • Meeting agendas
CALLI	Over the past two years all teachers in the district have participated in six days of professional learning centered around academic discourse, collaborative practices and cognitive rigor.	<ul style="list-style-type: none"> • District sign in sheets • District agendas

Staff meeting PD	Staff PD has included training in Hapara, Illuminate, AERIES, IReady, data protocols, and other teacher requested topics.	<ul style="list-style-type: none"> • Meeting agendas • Staff sign in sheets
District Nurse/Health PD	Sierra staff participated in mandatory training to ensure student access to Epi pens and inhalers so students can take students on field trips which support student learner outcomes.	<ul style="list-style-type: none"> • Meeting agendas • Staff sign in sheets

- Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.

Action Plan Summary

Goal 1: All Sierra students will show growth in literacy (communication) skills: reading, writing, speaking (presentations), and listening across the curriculum.					
	Task	Done	In Progress	Not Started	Task Progress
1.1	Attend professional development to address the	x			All ELA teachers completed eight full-day

	upcoming ELA adoption and ensure delivery of CCSS aligned content lessons				District sponsored professional development sessions.
1.2	Each core course will continue to assign at least one writing assignment per trimester	x	x		<p>In all core classes and Art at least one writing assignment is assigned to students</p> <ul style="list-style-type: none"> • DBQs in Social Science • DBQs in ELA • ERWC culminating writing assignment • Lab reports • FRQs and Case Studies in AP classes • Weekly Artist profiles
1.3	<p>Calendar school wide writing tasks (one per trimester)</p> <ul style="list-style-type: none"> • Create differentiated writing prompts • Investigate students writing in Google Docs where technology is available 		x		<p>This year, the testing committee has begun to schedule schoolwide writing tasks</p> <p>2019 First day, school wide administration of ELA District Assessment A in Illuminate</p> <p>The use of Google Docs has increased throughout Sierra classrooms</p>
1.4	Using dedicated PLC time each trimester, staff will review/discuss/analyze the data to inform instruction		x		<p>Changes in the district's information system have affected staff's ability to access and review data.</p> <p>ELA staff reviewed, analyzed, and discussed District Assessment A, ELPAC, and CAASPP results</p>

					Identified focus areas for improving student writing.
1.5	Continue to implement Expository Reading Writing Curriculum (ERWC) for 12 th grade students.	x			All seniors are enrolled in ERWC courses throughout their senior year.
1.6	Utilize the district TOSAs to increase lesson study opportunities and online software training		x		<p>ELA teachers have participated in multiple lesson studies and have been trained in recording collaborative conversations which can be shared with TOSAs and administrators to drive instruction.</p> <p>Social Studies and Math also have utilized district TOSAs</p>
1.7	Continue to investigate and implement course writing assignments that require students to respond to high levels of DOK		x		Through the CALLI initiative, all staff were trained on developing higher levels of DOK through evidenced-based instructional strategies around our three student success drivers: Collaborative Practice, Cognitive Rigor, and Academic Discourse.
1.8	Purchase Chromebook carts for every ELA teacher to increase student use of online software.	x			District purchased chromebook carts for all ELA, Math and Social Science teachers.
1.9	Research and develop a big brother/sister reading program with a nearby elementary school		x		This was started in 2017-2018 but was tabled due to a change in administration at the participating elementary school.

1.10	Implement Program 4 (iLit) of the new ELA adoption, to support students to support students who are reading below the 6+ grade level	x			iLit has been implemented in the Master Schedule.
1.11	Investigate methods to increase student attendance in after school tutoring		x		We continue to encourage students to attend after school tutoring and look to incorporate PBIS incentives to increase student attendance. ELA tutoring is available Tuesdays and Thursdays.
1.12	Use Blackboard to inform parents of writing prompts, assignments, and the posting of results		x		Parents are informed of upcoming school events using all calls and text messages
1.13	Provide incentives and rewards for students who have increased their reading grade level or scored 3 or 4 on the CAASPP		x		Students are recognized during trimester awards.
1.14	Develop and implement an ELA SMART goal that focuses on reading or writing.	x			District ELA TOSAs have identified Essential standards focused on Reading and Writing.
1.15	Increase student speaking time through a variety of opportunities that include small groups (think pair share) through formal presentations across the curriculum.		x		Red dot recordings, poster gallery walks, PowerPoint presentations, Supreme Court Case presentations and think pair share.
1.16	Contribute to online WASC document in Google Drive		x		Ongoing
1.17	SHS administration and staff will engage in ongoing, targeted PLCs focused on analyzing common formative assessments to guide instruction		x		We are working to formalize our PLC process to ensure a more consistent implementation.

1.18	SHS administration and staff will collaborate with district staff to develop, monitor and evaluate the professional development opportunities to support and promote research based teaching and learning practices to advance the personal and academic success of all students		x		We are investigating PLC conference opportunities for teachers who have not yet attended the PLCs at Work conferences, as well as subject specific conferences.
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Goal 2: All Sierra students will show growth in numeracy skills: concepts and procedures, problem solving, and communicating reasoning.					
	Task	Done	In Progress	Not Started	Task Progress
2.1	Increase focus on SBAC targets: <ul style="list-style-type: none"> • Concepts and procedures • Problem solving • Communicating reasoning 		x		Complex think pair shares and writing in core math classes give students more opportunities to communicate reasoning, use evidence, and elaborate on their thinking.

2.2	Reconfigure assessments to match rigor and style of SBAC		x		Essential Learnings, focus on high level DOK questions in the math department.
2.3	Investigate after school tutoring strategies such as: <ul style="list-style-type: none"> 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 		x		<ul style="list-style-type: none"> Mini workshops have not been offered yet. Some teachers offer credit to students who attend tutoring. Math tutoring is available on Tuesdays, Thursdays and by arrangement in the math classrooms. Bringing in APU students also has not been explored.
2.4	Investigate scheduling RTI opportunities in homeroom for basic math skills	x			Implemented iReady Math and Reading during Advisory. Diagnostic has been completed.
2.5	Increase use of computer based programs to support math such as Desmos, code.org, CPM online manipulatives	x			Students use web based software to support math development and knowledge
2.6	Staff development - participate in district or publisher offered CPM training	x			All math teachers completed eight days of district sponsored curriculum development over a two year time span and attended a CPM national conference.
2.7	Continue parent outreach: <ul style="list-style-type: none"> CPM Math nights Report Card Night 		x		<ul style="list-style-type: none"> Sierra offered three days of CPM (Math) and Collections

	<ul style="list-style-type: none"> Coffee with the Principal 				<p>(ELA) for parents during the school day.</p> <ul style="list-style-type: none"> Report card nights are ongoing Coffee with the Principal is offered monthly
2.8	Increase use of Interim Assessment Blocks to emulate SBAC exam conditions			x	
2.9	<p>Continue PLC work:</p> <ul style="list-style-type: none"> Planning Review of benchmarks Grades Student work samples 		x		Math PLC currently includes planning and review of benchmarks and other work samples
2.10	Investigate standards/mastery based grading and report to staff		x		AERIES does not appear to support standards based grading to the extent needed. MIS has been contracted for further information.
2.11	Contribute to online WASC document in Google Drive		x		Ongoing
2.12	SHS administration and staff will engage in ongoing, targeted PLCs focused on analyzing common formative assessments to guide instruction		x		We are working to solidify essential learnings so that we can create CFAs.
2.13	SHS administration and staff will collaborate with district staff to develop, monitor and evaluate the professional development opportunities to support and promote research based teaching and learning practices to advance the personal and academic success of all students		x		Teachers have attended all CALLI/TOSA led staff development in the three drivers of student success and CPM implementation.

Goal 3: Focus on improving course completion and credit recovery					
	Task	Done	In Progress	Not Started	Task Progress
3.1	Research Homeroom Intervention <ul style="list-style-type: none"> • Teacher reviews student grades • Update ILP at least once per trimester • Review Basic skills • Career Folder • Apex computer time • NewsELA • Retake/Makeup Tests • Make up work • PBIS Incentives 	x			Advisory was implemented during the 2019-2020 school year. Staff and students utilize multiple activities including ILP monitoring, APEX course completion and iReady Reading and iReady Math web based software.

	<ul style="list-style-type: none"> Friday Reduced time Advisory Day 				
3.2	Investigate Bell Schedules to accommodate Homeroom class	x			Completed during the 2018-2019 school year
3.3	Investigate the use of Shmoop to allow for makeup work or assignment differentiation-and remediation	x			Investigated during the 2017-2018 school year and decided not to purchase the software.
3.4	Investigate adding an APEX section to the master schedule	x			Completed during the 2017-2018 school year
3.5	Investigate and develop Credit Recovery Packets			x	Staff decided that this was not a priority and not pursued
3.6	Partner with APU to provide tutors and mentors	x			Utilize APUs Options program to provide college mentors. APU students mentored Sierra students during a cross-curricular Art/Science unit
3.7	Continue to train parents to use Aeries		x		Community Liaison supports parents with Aeries training on an ongoing basis.
3.8	Increase use of Blackboard to inform parents re: student progress	x			Completed; however, AERIES is the primary source of student grades/progress for parents.
3.9	To increase student self-monitoring and accountability, SHS administration and staff will refine and implement the student Individual Learner Plan (ILP) to increase student personal responsibility and academic accountability for learning	x			ILP is continually evaluated and refined in Advisory classes for all stakeholders.

3.10	Visit other schools who have credit recovery programs in place	x			Administration and WASC Chairman have visited other Alternate Education schools.
3.11	Contribute to online WASC document in Google Drive		x		Ongoing
3.12	SHS administration and staff will develop and implement systemic practices of data analysis for internal and external assessments using EADMS to disaggregate data for all subgroups to increase student success		x		Since the Self Study, Sierra has had three different data systems (EADMS, IO, Illuminate). This has caused a delay in fully implementing this action plan.

Goal 4: Increase student and parent awareness of (and access to) Post-Secondary Opportunities: College or Career					
	Task	Done	In Progress	Not Started	Task Progress
4.1	Increase enrollment and course offerings for AP courses <ul style="list-style-type: none"> Continue with AP Night Increase AP training for new and veteran teachers Offer new AP courses Explore honors courses 		x		Sierra has increased AP course offerings from AP Human Geography in 2016-17 to four courses in 2019-2020. Staff has attended AP summer training sessions. Honors art will be offered next year.
4.2	Analyze and disaggregate local data, CAASPP data, EAP proficiency, A-G completion rate, Graduation rate, PSAT		x		Staff is given data at the beginning of the year that includes the following metrics:

	<p>score, AP competency and District assessments.</p> <ul style="list-style-type: none"> • 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 				<p>disaggregated SBAC results, PSAT, SAT, and AP scores, and Dual Enrollment enrollment data</p> <ul style="list-style-type: none"> • Naviance career survey has been suspended due to District funding and support. • Senior exit survey is still in development. • All juniors have taken the PSAT. • All juniors will take the SAT this year. • SAT was administered last year to all juniors. • Citrus College placement tests have been discontinued. • We invite military representatives to all of our report card nights. • Citrus College counselors are invited to report card night. • Citrus College counselors run Early Decision workshops.
4.3	Naviance staff training			x	Person responsible for training has left the District.

4.4	<p>Develop College and Career Readiness Plan</p> <ul style="list-style-type: none"> • 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 • Regularly inform students about AUSD graduation and college entrance requirements • Investigate job shadowing opportunities • Students complete a college/career plan 		x		<ul style="list-style-type: none"> • Seniors have visited the Reagan Library, USC and the Los Angeles County Museum and Science Center. • Our Community Liaison reaches out and engages parents with school related meetings and information • Students who enroll in Citrus College visit the campus and get an ID • EOPS is introduced in Early Decision meetings • We have not partnered with ROP to develop a CTE pathway • Parental involvement continues to be a challenge at Sierra • ILPs keep graduation requirements in the forefront of students minds. • Job shadowing opportunities are not well developed. • The ILP form contains a college and career section.
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4.5	<p>Increase teacher, parent and students knowledge and use of academic technology.</p> <ul style="list-style-type: none"> • 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 		x		<ul style="list-style-type: none"> • Staff's training in new curriculum platforms are ongoing. • Social Studies teachers have received training in Google Classroom. • Students and Parents were shown the text and online components of each of the Math and ELA programs. • Parents were taught how to access online components and support their student with the new curriculum.
4.6	Contribute to online WASC document in Google Drive		x		Ongoing

V: Schoolwide Action Plan/SPSA Refinements

- **Based on the findings of the current progress report, further refine the schoolwide action plan/SPSA as needed and include a link to the school's most recent schoolwide action plan/SPSA**

Since the 2016 WASC visit, the decision to turn the self-study report into a “live” document has allowed our school to make small steps that have led to many positive changes. The WASC Leadership team, consisting of an administrator and teacher coordinators, meet regularly to discuss student achievement data in relation to the schoolwide action plan. The WASC leadership team also looks at action plan items that have not been addressed and discussions are held regarding those items. With so many programs running at Sierra High School, the WASC team gives high importance to department and PLC meetings. At least once a year, WASCgroups meet to discuss school wide events, programs, changes, and future plans. Keeping the action plan in mind is becoming more and more of a commonality amongst school leaders. This is a positive effect of our “living and breathing” WASC document strategy. After many meetings, Sierra has still maintained most of our original action plan. Because of new district goals and policies, however, there were some small revisions.

Goals in Action Plan

All Sierra students will show growth in literacy (communication) skills: reading, writing, speaking (presentations), and listening across the curriculum.
All Sierra students will show growth in numeracy skills: concepts and procedures, problem solving, and communicating reasoning.
Focus on improving course completion and credit recovery
Increase student and parent awareness of (and access to) Post-Secondary Opportunities: College or Career

Schoolwide Action Plan Refinements

Refinements to the Schoolwide Action Plan have been made as the WASC Team and stakeholders find necessary. The 2019-2020 Action Plan has been updated. When we reflect on our Schoolwide Action Plan from 2017 and compare it to our current Single Plan for Student Achievement, it is evident that our four primary goals have largely remained consistent. We care very deeply about: All Sierra students will show growth in literacy (communication) skills: reading, writing, speaking (presentations), and listening across the curriculum. All Sierra students will show growth in numeracy skills: concepts and procedures, problem solving, and communicating reasoning. Focus on improving course completion and credit recovery. Increase student and parent awareness of (and access to) Post-Secondary Opportunities: College or Career.

Our SPSA is now a “living” document, insofar as we can change it at any time, based upon needs, so long as we get input from our stakeholders. Our School Site Council has adopted this approach as a matter of practice, and they have recently begun the process to adopt our SPSA for the 2019-20 school year, so that we can “hit the ground running” with our plans to support all students at Sierra. The SPSA template that all AUSD schools use now is comprehensive, and is therefore more thorough than the Action Plan from 2017. It identifies District LCAP goals and LCAP Priority Areas that did not exist in 2017. The template also is responsive to other systems of accountability since standards and the ways in which we evaluate student progress have also changed. Sierra prides itself on offering a very unique education for our students. The biggest

challenge confronting us now is to maintain what makes us unique, and what makes us feel like a small school setting while our district is going through change. Adherence to our Mission, Values, Goals, and SPSA will help to keep us on the right track to continue to offer our students an outstanding educational experience.

Next Steps

In just three short years, Sierra High School has implemented or begun to implement most of the listed action plan items. While all staff members will continue to reach for 100% of the items implemented, some refining will happen because not all growth targets are being accomplished. The WASC team continues to support articulation and follow through and will continue to find ways to reach all the growth targets, and multiple meetings a year are planned so that our school can be successful in reaching those goals Sierra is dedicated to doing what is best for students, and all staff are on board with living out our school's vision and mission.

Vision

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.*

Mission

Sierra High School is an alternative education program that provides a personalized, enriched, and varied environment that enables students to develop 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.

REVISED ACTION PLANS

Goal 1: 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Effective Communicators Academic Achievers 	SPSA Goals Addressed: <ul style="list-style-type: none"> Goal 1: ELA Goal 3,4,5: EL Achievement and Growth 	
LCAP Priorities Addressed: <ul style="list-style-type: none"> Goal 1: Increase student achievement on Common Core and narrow achievement gaps Goal 3: Increase all students' college and career readiness 	Monitor Progress Tools: <ul style="list-style-type: none"> CAASPP Data Trimester Grades CFA Data PLCs STAR Reading Interim Assessment Data ERWC Units DBQ Units 	Reporting: <ul style="list-style-type: none"> Faculty Meetings Department Meetings PLC Meetings Buy Back Days SSC/ELAC Meetings

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 <i>Collections</i> 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) <ul style="list-style-type: none"> Create differentiated writing prompts Investigate students writing in Google Docs where technology is available 	ELA PLC Administration Teachers	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	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	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	Ongoing	None	Syllabus Writing prompts Student work
Continue Program 5 (ILit) to support students who are identified as ELs and have not been reclassified	Administration ELA PLC	Ongoing	District supported PD Textbooks Online Support materials	Master schedule Class rosters Grade books
Continue to investigate methods to increase student attendance in after school tutoring	Administration Staff	Ongoing	Title 1	Tutoring sign in sheets
Use Blackboard and other Web based platforms to inform parents of school events	Administration Staff	Ongoing	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	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	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	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
SHS administration and staff will engage in ongoing, targeted PLCs focused on analyzing common formative assessments to guide instruction	PLC	Ongoing, at least once per trimester	None	EADMS CFAs School wide Writing Prompts Interim Assessments
SHS administration and staff will collaborate with district staff to develop, monitor and evaluate the professional development opportunities to support and promote research based teaching and learning practices to advance the personal and academic success of all students	Administration Staff	Ongoing, at least once per trimester	None	Sign-in Sheets Google Docs

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Three percent annual shift toward Standards Exceeded across all SBAC achievement levels 	
SLOs Addressed: <ul style="list-style-type: none"> • Effective Communicators • Academic Achievers 	SPSA Goals Addressed: <ul style="list-style-type: none"> • Goal 2: Math 	
LCAP Priorities Addressed: <ul style="list-style-type: none"> • Goal 1: Increase student achievement on Common Core and narrow achievement gaps • Goal 3: Increase all students' college and career readiness 	Monitor Progress Tools: <ul style="list-style-type: none"> • EADMS • IAB scores via TOMS • CFAs • Grades • District Benchmark scores 	Reporting: <ul style="list-style-type: none"> • Faculty meetings • PLC Meetings • SSC Meetings • ELAC Meetings • Report Card Night • CPM Math Night • Coffee with the Principal

Actions to be taken to reach this goal	Person(s) Responsible	Timeline	PD/Resources or Funding	Follow up Indicators
Increase focus on SBAC targets: <ul style="list-style-type: none"> • Concepts and procedures • Problem solving • Communicating reasoning 	Teachers Administration TOSA	Ongoing	CPM curriculum ongoing PD to support implementation	Course Outline
Reconfigure assessments to match rigor and style of SBAC	Teachers TOSA	Ongoing	Release time (Title 1)	CFAs Performance tasks
Investigate after school tutoring strategies such as: <ul style="list-style-type: none"> • Offer makeup credit for missed assignments upon productive attendance • Investigate offering math tutoring in the math classroom 	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	Ongoing	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	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	Ongoing	Release Time Title 1	Agendas Substitute days
Continue parent outreach: <ul style="list-style-type: none"> • CPM Math nights • Report Card Night • Coffee with the Principal 	Administration Staff	Ongoing	Donations Title 1	Sign-in Sheets District Social Media Posts School/District Calendar
Increase use of Interim Assessment Blocks to emulate SBAC exam conditions by calendaring at least 3 IAB at the beginning of the school year	Math Department	Fall 2020 – Ongoing	Wireless Network Chromebooks	IAB data Observations Gradebooks
Continue PLC work: <ul style="list-style-type: none"> • Planning • Review of benchmarks • Grades • Student work samples 	Math PLC TOSA	Ongoing	Release Time Title 1 LCFF	District scoring days sign-in sheet PLC notes Student Work

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
SHS administration and staff will engage in ongoing, targeted PLCs focused on analyzing common formative assessments to guide instruction	Math PLC	Ongoing, at least once per trimester	None	EADMS MDTP Reports CFAs Interim Assessments
SHS administration and staff will collaborate with district staff to develop, monitor and evaluate the professional development opportunities to support and promote research based teaching and learning practices to advance the personal and academic success of all students	Administration Staff	Ongoing, at least once per trimester	None	Sign-in Sheets Google Docs

Goal 3: Focus on improving course completion and credit recovery		
Rationale: SHS administration and staff will develop and increase curricular opportunities and cross-curricular integration to increase student mastery of standards and schoolwide learner outcomes and to reduce course failure rates.	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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Academic Achievers • Responsible Citizens 	SPSA Goals Addressed: <ul style="list-style-type: none"> • Goal 1: ELA • Goal 2: Math 	
LCAP Priorities Addressed: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Grade analysis • Teacher Gradebooks • Monitor course completions • Aeries • Blackboard 	Reporting: <ul style="list-style-type: none"> • Faculty • PLC Meetings • Counselor • Surveys • Aeries Data • Coffee with Principal • SPSA

Actions to be taken to reach this goal	Person(s) Responsible	Timeline	PD/Resources or Funding	Improvement Measures
Research Homeroom Intervention <ul style="list-style-type: none"> • 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	Ongoing	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 adding an APEX section to the master schedule	Administrator Counselor	Ongoing	None	Master Schedule
Partner with APU to provide tutors and mentors	Administration	Ongoing	None	Emails APU student visitor log
Continue to train parents to use Aeries	Computer Aide Community Liaison	Ongoing	Title 1	Report Card Night Agendas Coffee with the Principal Agendas Sign in sheets
Increase use of Blackboard/Aeries to inform parents re: student progress	Administration Teachers	Ongoing	Training in staff meetings	Blackboard contact logs Blackboard messages
To increase student self-monitoring and accountability, SHS administration and staff will refine and implement the student Individual Learner Plan (ILP) to increase student personal responsibility and academic accountability for learning	Staff	Ongoing	Title 1	ILPs Aeries Agendas
Visit other schools who have credit recovery programs in place	Selected Staff	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
SHS administration and staff will develop and implement systemic practices of data analysis for internal and external assessments using Illuminate to disaggregate data for all subgroups to increase student success	WASC Steering Committee Schoolwide and Department PLC	Ongoing, at least once per trimester	None	Meeting notes Agenda

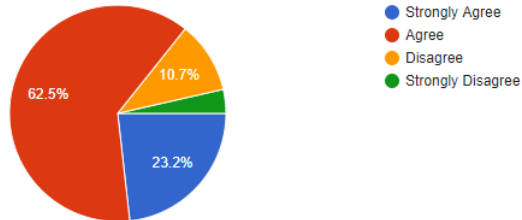
Goal 4: Increase student and parent awareness of (and access to) Post-Secondary Opportunities: College or Career		
Rationale: Self-study findings indicate a need to improve post-secondary opportunities	Impact on Student Learning: A learning community that supports the post-secondary students will lead to a productive member of society.	
Baseline Data: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Academic Achievers Responsible Citizens Effective Communicators 	SPSA Goals Addressed: <ul style="list-style-type: none"> Goal 1: ELA Goal 2: Math 	
LCAP Priorities Addressed: <ul style="list-style-type: none"> Goal 3: Increase all students' college and career readiness Goal 4: Increase parent and student leadership, engagement and positive perception 	Monitor Progress Tools: <ul style="list-style-type: none"> Monitor Community College and Trade school Enrollment Monitor student employment AP enrollment NAVIANCE data ASVAB FAFSA completion Meeting Agendas Sign in sheets 	Reporting: <ul style="list-style-type: none"> Blackboard Parent Contact SSC Meetings ELAC Meetings Reports Card Nites Faculty Meetings PLC Meetings Counselor Coffee with the Principal Families in Schools

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 <ul style="list-style-type: none"> Continue with AP Night Continue AP training for new and veteran teachers Explore honors courses 	AP Coordinator	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. <ul style="list-style-type: none"> Develop and administer Exit senior survey Continue to participate in SAT School Day Continue to provide information about military recruitment and ASVAB 	Administration Staff Department PLC	Ongoing	District supported	Completed survey Test results Student sign ups Report Card Night Agenda College Studies syllabus
Develop College and Career Readiness Plan <ul style="list-style-type: none"> College field trips Introduce students to EOPS. Investigate a CTE pathway Increase Parental participation in Families in Schools, DELAC, Coffee with the Principal, and ELAC meetings Regularly inform students about AUSD graduation and college entrance requirements Students complete a college/career plan 	Administration Staff	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 Agendas Updated student agenda Homeroom activity Field Trips Completed plans
Increase teacher, parent and students knowledge and use of academic technology. <ul style="list-style-type: none"> Provide professional development to support teachers use of online available technology Increase teachers' online collection of student work Provide parent workshop on academic technology 	Administration Staff	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

Student Survey

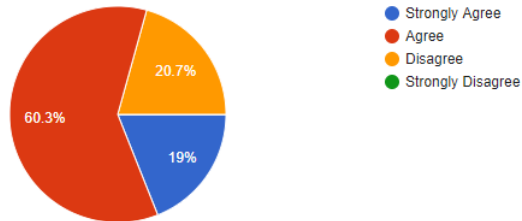
1. Sierra is a safe and comfortable school.

56 responses



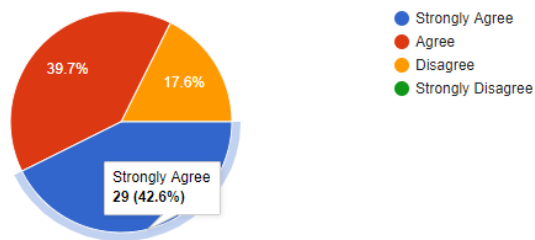
2. I feel welcome and a part of the school community.

58 responses



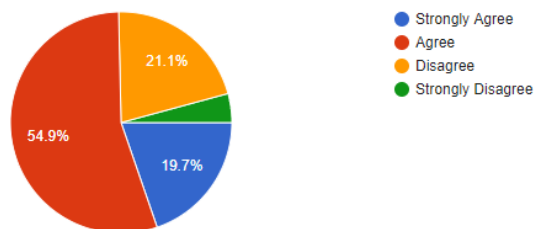
3. Since I became a student came at Sierra, I have improved in my attitude toward school.

68 responses



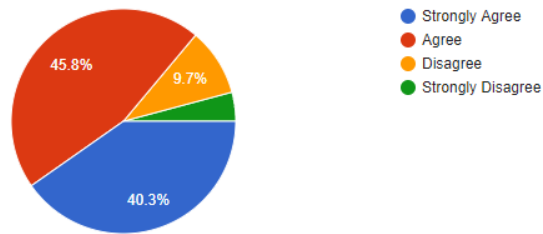
4. Sierra provides many opportunities for me to become more involved in my high school experience.

71 responses



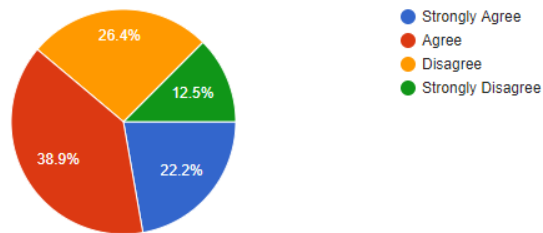
5. There is at least one adult on campus that I feel comfortable to talk to.

72 responses



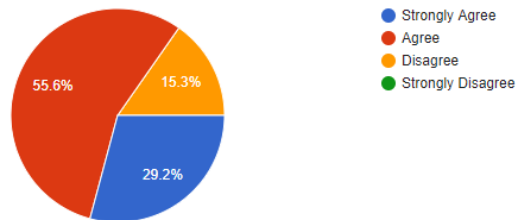
6. I have participated in at least one school activity or event during the past school year.
(School Spirit Day, Sports League, Dual Enrollment, etc.)

72 responses



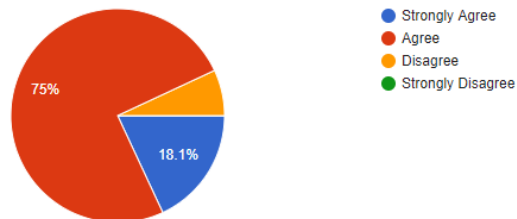
7. I know who to talk to for help and the staff members at Sierra is responsive to my needs.

72 responses



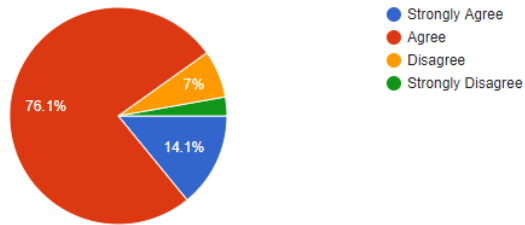
8. The counselor is available to communicate with me.

72 responses



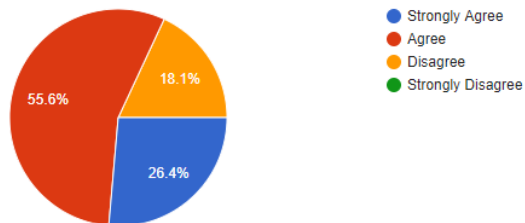
9. Sierra has clear, consistent rules for student behavior.

71 responses



10. I would recommend Sierra to other students.

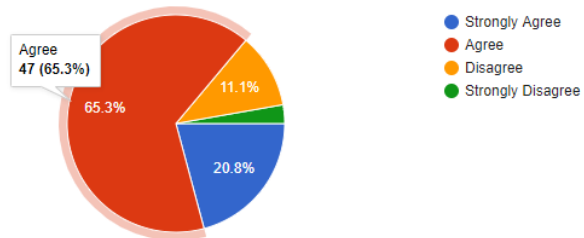
72 responses



11. Teachers at Sierra allow me to demonstrate my knowledge and skills in a variety of ways.

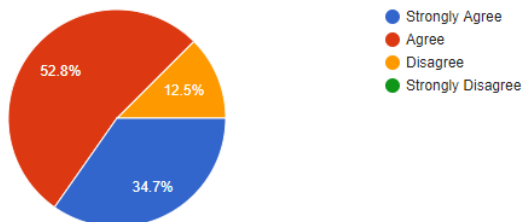


72 responses



12. I am aware of Sierra's programs like AP Studio Art, AP Human Geography, AP Environmental Science, AP Government, APEX and Citrus College Dual Enrollment.

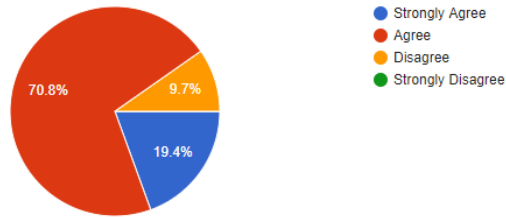
72 responses



13. I am aware of the Common Core State Standards, benchmarks and assignments that I need to complete.

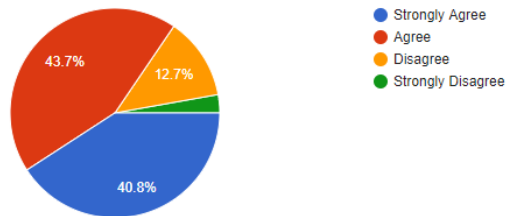


72 responses



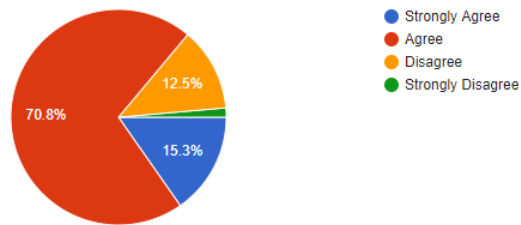
14. I regularly access the Aeries Portal for monitoring my grades and attendance.

71 responses



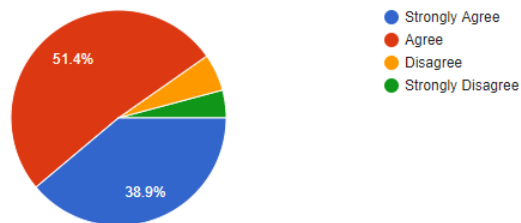
15. Teachers hold high expectations for my academics and behavior.

72 responses



16. I enjoy Sierra.

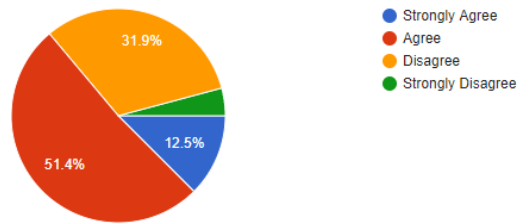
72 responses



17. I feel academically challenged at Sierra.

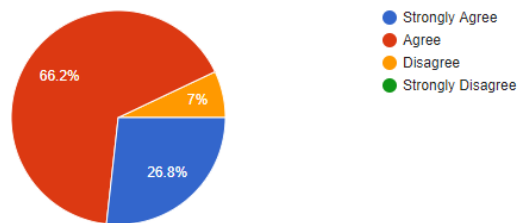


72 responses



18. I am aware of college and career planning and programs at Sierra.

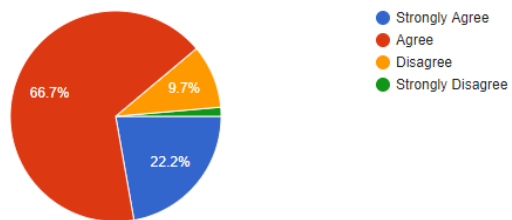
71 responses



19. I have been given the opportunity to take courses that will prepare me for appropriate post-high school options.

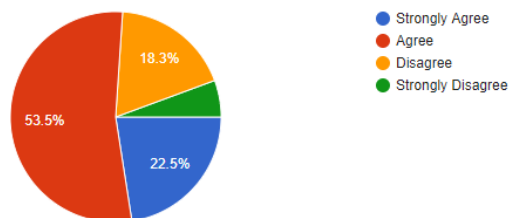


72 responses



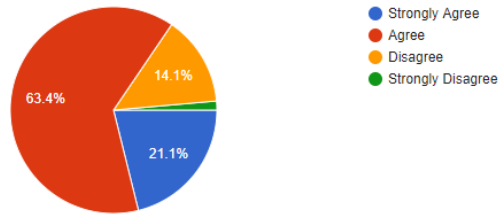
20. Sierra is preparing me to make connection between school and real-world experiences.

71 responses



21. Sierra is preparing me to become a critical thinker and to be a reflective and informed decision maker.

71 responses



22. In a few words explain any suggestions you may have to help Sierra serve you better.

1. Better food.
2. I have no suggestions to express.
3. I think we should have clubs academic ones or even fun ones to be apart of.
4. No comment
5. i don't think i have any suggestions because it's really good here
6. Everything is good at Sierra there is no suggestions for me as everything is fine for me
7. I don't have any
8. Lockers
9. A vending machine
10. More staff members
11. We need a snack bar.
12. By motivating others
13. No, all I have to say is that sierra is a pretty good school.
14. It would be cool if the other students weren't loud and annoying
15. Nothing this place is good
16. More protection on the school grounds. XD
17. More salads
18. None
19. I have no suggestions at the moment
20. Make sure our grades are getting put in by our teachers.
21. I don't know
22. I have no suggestions so far.
23. Good the way it is
24. None
25. It's already good
26. Burgers

- 27. They allow me more personal accommodations and a lower workload that caters to my needs.
- 28. They should add a snack bar at lunch time like the other schools.
- 29. Nothing
- 30. No advisory