School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Sierra High School (Continuation)
Address	11661 Donner Pass Rd Truckee CA 96161
County-District-School (CDS) Code	38-3130077
Principal	Greg Wohlman
District Name	Tahoe Truckee Unified School District
SPSA Revision Date	06/07/2022
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	11/16/22

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

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School Vision and Mission

Vision:
Sierra High School is a unique blend of students, educators, families, community members, and support staff who, as role models and mentors, are vested in creating a high-quality, nurturing, and safe learning environment. Sierra High School is dedicated to providing our students with the education, guidance, and support necessary to succeed in all aspects of life.
Mission:
To provide a safe and productive learning environment where all students can succeed, alongside accelerated credit recovery opportunities, SHS uses a blended learning model for students who have been unsuccessful in traditional school settings. This is a place where students can come to re engage in learning, find joy in academics and complete their high school education and prepare for post-secondary pursuits.

School Profile

Sierra High School serves students from the entire Tahoe Truckee Unified School District. Students enroll from the two in-district traditional high schools and alternative and court schools: Tahoe Truckee High School, North Tahoe High School, Cold Stream Alternative, and Tahoe Truckee Community School – as well as from outside of the area. The school's purpose is to provide alternative educational opportunities and avenues where other educational settings have not been successful in meeting the students' needs. The school typically serves students in grades eleven, twelve, and fifth-year seniors, or if the student is sixteen years of age or older. Parenting and/or student parents of any age or grade have priority enrollment status. The school has an open enrollment and exit policy.
We are committed to the belief that through education students will discover or rediscover that learning adds quality to their lives. Sierra High School provides a comprehensive, standards-based education while preparing our students for employment and socially responsible living. Our standards of education include an emphasis on such skills as problem-solving, reading, writing, communication, cooperation, collaboration and mastery of technology. Progress is assessed through authentic measurements including performance-based outcomes.
Sierra High School is dedicated to providing an environment where students become self-directed and responsible learners. As self-managers, each student takes responsibility for his or her own performance, choices, and actions; each student manages time well; each student deals with changes in the workplace (school) maturely. Sierra High School is an empowering learning environment, where students can challenge themselves both personally and socially in a dynamic educational setting. As one of two alternative school campuses available from TTUSD, Sierra High School provides individualized and personalized educational, emotional, and social developmental opportunities. This increases the likelihood that many students will successfully complete their secondary education, who may otherwise struggle or fail in other more traditional environments.
Sierra Continuation High School (SHS) opened in 1979 as TTUSD's continuation education high school to provide opportunities and avenues to students who required alternative ways to earn their high school diploma. Students are enrolled in grades 9-12, ages 16 years and older. However, the school nurtures fifth-year seniors and gives priority enrollment status to pregnant and student parents. Sierra High School has an open entry and exit policy which means as a public high school, we accept walk-in admissions throughout the year.
Accreditation and Model School History
Sierra High School was established in 1979 as the district's alternative education high school. Sierra High became WASC accredited in 1998. We continue to be a WASC accredited school. Sierra High School has been awarded the title of Model Continuation High School since 2000. Recently, SHS was awarded the Model School Award during a visit in the fall of 2019, to continue our stretch of Model School Awards beyond 20 years. Additionally, SHS received a 6 Year Clear accreditation recently to maintain the highest level of accreditation.
SHS students have equal access to all district services and programs as provided to all TTUSD students including sports, arts, field trips, special education, advanced placement courses, concurrent enrollment in college courses at Sierra College, college and career counseling, and workability services. This dedication by our school board to offer all the extra-curricular options to those in alternative education is unique in California and a key element for success for many of our students. The graduation requirement is as rigorous as the traditional district high schools with adjustments made in the elective requirements for a total of 200 credits. Each year approximately 33% of SHS students enroll in at least one course at Sierra College, while some students enroll in two or more courses.
School follows a traditional 8:00 a.m. to 2:30 p.m. schedule each day, except on Friday afternoons when time has been set aside for staff collaboration with a focus on student wellness.
Staffing:
Greg Wohlman 1.0 Principal, Certificated – Administration. Credentialed Art Teacher
Lizbeth Soto 1.0 Classified – Administrative Secretary/Registrar/Food program

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Refer to Addendum Stakeholder Involvement section

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

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

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

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

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

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

Meeting Dates (see steps above):
SSC: January 2023, February 2023, April 2023, May 2023.

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
American Indian	0%	%	%	0		
African American	0%	%	%	0		
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	58.82%	50.0%	55.56%	30	11	15
Pacific Islander	0%	%	%	0		
White	39.22%	40.9%	40.74%	20	9	11
Multiple/No Response	1.96%	9.1%	3.70%	1	2	1
			Total Enrollment	51	22	27

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	19-20	**20-21**	**21-22**
Grade 10	1	1	5
Grade 11	10	8	12
Grade 12	40	13	22
Total Enrollment	51	22	39

Conclusions based on this data:

1. SHS enrollment has an average of 52+ students over the previous four years, with the exception of last year. An area of interest is that SHS served 96 students in 2016-2017, in 2017-2018 served 97 students, in 2018-2019 served 92, and in 2019-2020 served 80. The enrollment number would have been higher in 2019-2020 if we would have stayed open for in-person learning. For the 2020-2021 school year, our mitigations of limited seating arrangements (4-6 feet apart) reduced the number of students we could enroll and transfer in from THS and NTHS. While the school never holds the enrollment numbers of 90+ as enrollment at one time, the staff serves these numbers over the course of a school year. Students in sub-categories remain high.

2. The average Hispanic population has been averaging 57% over a period of four years. SWD numbers attending SHS have averaged 24+%.
SED who are attending SHS have averaged 52%.

3. Some of the numbers in the graph do not depict short term enrollments, such as students that were here for only three months. We had 10 students enrolled in our Emergency Response course that came from other school sites in the district. Five additional students attended our Keyboarding course. This is how we get to serving 50+ students on average again. It is complicated work to keep track of all students at an open enrollment school, as we can have

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

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA

Goal Statement

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

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

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

WASC Goal 1:
Collect more quantitative data sets, being diligent in identifying the more accurate reporting data for alignment to student needs:
Reading proficiency data
Student questionnaires
Student Learner Outcome Data

LCAP Goal

By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

Basis for this Goal

As part of our Alternative Data Sets, we collect student survey information each year to determine student growth in the number of novels read vs. their previous school(s), and if there has been positive growth in their relationship to reading and literacy.
One of our school strategies for student data collection is collecting data from point of contact to point of exit, this truly shows the impact of our learning environment for not only academics but the social-emotional growth also.
Our WASC Goals are mentioned here as our Accountability Plan is serving as our WASC action plan.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student survey question: Number of novels read at SHS vs. at previous school(s)	90% of students reported a gain in the number of novels read in a year compared to their prior year of schooling	90% of students will report a gain in the number of novels read in a year compared to their prior year of schooling
Student survey question: Attitude about leisure reading/literacy	89% of students reported a positive attitude about leisure reading/literacy	90% of students will report a respect for the leisure reading program, and how the programs had a positive effect on their educational experience.
EL Reclassification Rate	50% of Long Term EL students were reclassified	66% of Long Term EL students will be classified

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

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All Students will be served by these strategies

Timeline

By the end of 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

3. Title One funding will be used for the class sets of novels and school materials to support the literacy of our students in all subjects. Intraschool collaboration has ensured that books are relevant and culturally responsive. Title One funding may also be used for field trips for supplemental experience to enhance to core curriculum and in school learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

All Students

Timeline

By the end of 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

Students will earn 5 math credits each semester.

WASC Goal 1:
Collect more quantitative data sets, being diligent in identifying the more accurate
reporting data for alignment to student needs.
Student questionnaires
Credit achievement data
Student Learner Outcome Data

LCAP Goal

By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Math credit completion rate	3% of students completed 10 credits, or 5 credits for each semester	75% of students will earn 10 credits of math for each math course they were enrolled in, or earn all credits needed to complete their math course.
Student math earning rate at SHS vs. previous school(s) or school year	83% of students increased or maintained their math credit earning rate at SHS as compared to previous schools or school year	85% of students will increase their math credit earning rate as compared to previous school(s) or school year

Planned Strategies/Activities

Strategy/Activity 1

Offering the 8:00 - 9:00 hour as a math study hall, or 1:00 - 1:30. 4. Students will be scheduled into a math support class period for additional assistance in math. School supplies will be purchased with Title One money and Measure AA to support students.

Students to be Served by this Strategy/Activity

All students enrolled in a math course(s)

Timeline

By the end of 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

We will continue to research more math-based field trips as we consider the Space Research Labs in California as a possible connection. A rocket launch viewing trip, or visiting the trip to Mars research group has been discussed.

Students to be Served by this Strategy/Activity

All students enrolled in Math courses.

Timeline

2022-2023 School Year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Create and maintain individual learning plans for math students.

Students to be Served by this Strategy/Activity

All students enrolled in a math course(s)

Timeline

2022-2023 School Year

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe, Supportive and Collaborative

Goal Statement

By the end of the 2022-2023 school year, Sierra Continuation High School will be a safe and respectful campus supportive of high levels of learning for all students as measured by a:
1. 25% decrease in suspension
2. 15% decrease in chronic absenteeism

Speak/Act/Dress Appropriately
I Do It
Engage in Your Education
Respect Earns Respect
Allow Others to Learn
WASC Goal #1
Collect more quantitative data sets, being diligent in identifying the more accurate
reporting data for alignment to student needs.
Student questionnaires
Student Learner Outcome Data
Referral Data
Attendance Data
Post-graduation data
WASC Goal # 2
Staff professional development training especially in the areas of mental health, best
instructional practices, and continuing inquiry into Trauma-Informed School Model.
Marzano High Reliable Schools
Trauma-Sensitive Schools
Reading Apprenticeship Program

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

LCAP Goal

By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data. (TTUSD Pathways 2020 Goals 3, 6, 7, and 8; HRS Level 1)

Basis for this Goal

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

CSI: Suspension Reduction Grant (Grant Expires August 2022)

Two years ago we received funding through a grant from CDE. This grant, Comprehensive Support, and Improvement Local Educational Agency Grant or CSI Grant is focused on funding to reduce the suspension rate at Sierra High School. This grant has a total amount of $150,000.
*   Staff Book Study, Visible Learning by John Hattie, to ensure all that we do at Sierra High is focused on high effect size and based on extensive research.
*   Model School Conference Attendance - multiple staff members
*   Researched Trauma-Informed Model - support student mental health

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate	Suspension Rate: 7.8 - 11% 2021-2022 School Year (One Student was suspended two times)	Suspension Rate: 6% 2022-2023
Chronic Absenteeism	Chronic Absenteeism: 62-82% 2021-2022	Chronic Absenteeism: 70% 2022-2023
Discipline Referrals earned by infraction type	30% drop in referrals for Engage in your Education	Maintain previous percentages in referral categories
% of Referrals earned by the top nine students earning referrals	90%	75%
Number of Referrals earned by semester	245, Fall 164, Spring 81	180, Fall 100, Spring 80
Student Survey: What caused the most absences	56% illness, 8% depression	Maintain 56% illness, and 8% depression
Student Survey: I feel safe at school	96%	97%
Student Survey: The school gives me the tools to grow as a person	100%	100%

Planned Strategies/Activities

Strategy/Activity 1

Strategy: Add additional school data to document student growth and school needs.
Documented:
Student credit-earning growth data
Counselor student contact
Outside student mental health services

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

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

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

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

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

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

Goal Statement

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

WASC Goal 1:
Collect more quantitative data sets, being diligent in identifying the more accurate reporting data for alignment to student needs.
Student questionnaires
Credit achievement data
Student Learner Outcome Data

WASC Goal 3
Support students after graduation for continuing success through data collection, analysis, and implementation.

WASC Goal # 4
Increase opportunities for parent involvement in their student's education.
(WASC Goals are included in our plan in place of a WASC action plan).

LCAP Goal

Goal #1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

Goal #2: By 2023- 2024, TTUSD implements effective and consistent instructional practices that meet the needs of all students.

Goal #3: By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data. (TTUSD Pathways 2020 Goals 3, 6, 7, and 8; HRS Level 1)

Basis for this Goal

We know that exposure to post-secondary opportunities is integral to students' post-secondary choices and commitments.
College field trips, College/Career counseling, family support for FAFSA are just some examples of what is offered.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Graduation Rate	2021: Overall 82.4%, 87% of enrolled senior enrolled 4 quarter	80%
Dual Enrollment at Sierra College	2021-2022: 23%	25%

Metric/Indicator	Baseline	Expected Outcome
Sierra High School students completing college courses while attending Sierra High	Of those enrolled 55% passed a course	65%
Parent attendance rate at Credit Update nights Fall/Spring	2021-2022: 93.5%	95%

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Increasing involvement with parents for Sierra College enrollment and post secondary plans. Parent meetings will be scheduled to talk through dual enrollment and post-secondary options.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

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

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

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

Goal for returning students: Students will identify a variety of metacognitive strategies to support their relationship with literacy. "These are strategies that I use while reading…"
EL Goal: Reach a 100% reclassification rate for long-term English Language Learners.

WASC Goal 1:
Collect more quantitative data sets, being diligent in identifying the more accurate reporting data for alignment to student needs:
Reading proficiency data
Student questionnaires
Student Learner Outcome Data

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student survey question: Number of novels read at SHS vs. at previous school(s)	70% of students will report a gain in the number of novels read in a year compared to their prior year of schooling	90%
Student survey question: Attitude about leisure reading/literacy	60% of students will report a respect for the leisure reading program, and how the programs had a positive effect on their educational experience.	89%
EL Reclassification Rate	66% of Long Term EL students will be reclassified	50% 2/4 students were reclassifed. One of the four not classified was a newcomer.
Ever EL student dual enrollment in a college course	20% of Ever EL students will enroll in a college course while attending Sierra High School	20%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. We will continue to build connections with the ELD departments of the previous school of enrollment to better understand the student academic levels and current students' strategies used to grasp their second language. Offering fashion	1. We will continue to build connections with the ELD departments of the previous school of enrollment to better understand the student academic levels and current students' strategies used to grasp their second language. Offering fashion		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
design/creation of clothing to build relationships and school community for those students interested. A focus will be on note-taking, a literacy strategy, as this can help students succeed in reclassification.	design/creation of clothing to build relationships and school community for those students interested. A focus will be on note-taking, a literacy strategy, as this can help students succeed in reclassification.		
2. Leisure Reading program has been reestablished after a one-year hiatus. Regardless of the increasingly challenging student populations each year the reading program still holds true and positive feedback and impacts of the program are seen throughout the school and connecting programs such as Sierra College and beyond. We will continue our strategy of the past years of building and maintaining a Leisure Reading program that continues to be productive. We continue to have a successful run with an annual award of the Excellence in Education grants that assist our funding of leisure reading books for our library and the literature circle novel sets.	2. Leisure Reading program has been reestablished after a one-year hiatus. Regardless of the increasingly challenging student populations each year the reading program still holds true and positive feedback and impacts of the program are seen throughout the school and connecting programs such as Sierra College and beyond. We will continue our strategy of the past years of building and maintaining a Leisure Reading program that continues to be productive. We continue to have a successful run with an annual award of the Excellence in Education grants that assist our funding of leisure reading books for our library and the literature circle novel sets.		
3. Title One funding will be used for the class sets of novels and materials to support the literacy of our students in all subjects. Intraschool collaboration has ensured that books are relevant and culturally responsive.	3. Title One funding will be used for the class sets of novels and materials to support the literacy of our students in all subjects. Intraschool collaboration has ensured that books are relevant and culturally responsive.		
4. Multiple college campus tours will be completed along with visits to career training	4. Multiple college campus tours will be completed along with visits to career training		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
academies and a variety of post-secondary entities.	academies and a variety of post-secondary entities.		

Analysis

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

All strategies were implemented as designed and as planned.

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

All expected outcomes were exceeded. Many students that enter Sierra High School are reluctant readers and have disengaged in their pursuit of increasing literacy skills and many of them losing hope for a diploma. However our data and results show year after year that our school and students exceed expectations.

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

None.

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

This goal will be repeated for the following year as many new students will be enrolled at Sierra High and we will be focused on meeting or exceeding this goal.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

Students will earn 5 math credits each semester.

WASC Goal 1:
Collect more quantitative data sets, being diligent in identifying the more accurate
reporting data for alignment to student needs.
Student questionnaires
Credit achievement data
Student Learner Outcome Data

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Math credit completion rate	75% of students will earn 10 credits of math for each math course they were enrolled in	3% - No students earned 10, 1 dual enrolled student with Cold Stream earned 10 credits via a Cold Stream teacher.
Student math earning rate at SHS vs. previous school(s), or school year.	75% of students will increase their math credit earning rate as compared to previous school(s) or previous school year.	64% increased their rate of earning credits while 83% increased or maintained the same rate.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Students will reflect on their learning daily through writing knowledge statements at the end of class on paper, reporting out to the class what they learned.	Students were asked to report out verbally about what they learned during class.		
2. Over the year, rigor will increase as students elaborate on these statements and share them out loud with classmates.	Students were not able to accomplish this task.		
3. Guest Speakers will come and discuss real-life math at their jobs within our community	Guest speakers were not scheduled.		
4. Students will be scheduled into a math support class period for	4. Students will be scheduled into a math support class period for		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
additional assistance in math	additional assistance in math		

Analysis

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

The strategies were attempted at the beginning of the year, but were eventually abandoned as the needs and services the students needed continued to evolve.

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

The strategies were not effective to serve the goal. However, a majority of math students increased their rate of credit earning.

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

None.

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

One of our metrics may change to: 75% of students will earn 10 credits of math or complete the math course(s) that were not completed in a previous school year. This is significant as some students earned partial credits the year prior and did not need 10 credits of math to complete a course and/or graduate on time.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

By the end of the 2022-2023 school year, Sierra Continuation High School will be a safe and respectful campus supportive of high levels of learning for all students as measured by a:
1. 25% decrease in suspension
2. 15% decrease in chronic absenteeism

Speak/Act/Dress Appropriately
I Do It
Engage in Your Education
Respect Earns Respect
Allow Others to Learn
WASC Goal #1
Collect more quantitative data sets, being diligent in identifying the more accurate
reporting data for alignment to student needs.
Student questionnaires
Student Learner Outcome Data
Referral Data
Attendance Data
Post-graduation data
WASC Goal # 2
Staff professional development training especially in the areas of mental health, best
instructional practices, and continuing inquiry into Trauma-Informed School Model.
Marzano High Reliable Schools
Trauma-Sensitive Schools
Reading Apprenticeship Program

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate	Suspension Rate: 6% 2021-2022	2021-2022. 3 students were suspended, with one student being suspended twice for a total of four suspensions for the school year, 7.8% of our students were suspended. 4/54. Our data differ slightly from district/county data. ALL: 11% Hispanic: 13% White: 9% EL: 33% SED: 13% SWD: 50%
Chronic Absenteeism	Chronic Absenteeism: 50% 2022-2023	2021-2022. 62% of our students were Chronically Absent. Our data is different from the district/county data. We are researching why this is so. ALL: 58%. Hispanic: 58%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		White: 62% EL: 80% SED: 63% SWD: 60%
Discipline Referrals earned by infraction type	Maintain previous percentages while expecting a 20% drop in Engaging in Your Education	Decrease by 30% of referrals for not Engaging in your Education
% of Referrals earned by the top nine students earning referrals	45%	90%
Number of Referrals earned by semester	190 total, Fall 125, Spring 65	245, Fall 164, Spring 81
Student Survey: What caused the most absences	Note this is student survey data, however, a 10% decrease in Anxiety and Depression would be substantial	56% illness, 8% depression which is a 23% drop from last year.
Student Survey: I feel safe at school	95%	96%
Student Survey: The school gives me the tools to grow as a person	95%	100%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strategy: Add additional school data to document student growth and school needs. Documented: Student credit-earning growth data Counselor student contact Outside student mental health services	Strategy: Add additional school data to document student growth and school needs. Documented: Student credit-earning growth data Counselor student contact Outside student mental health services	See Budget Summary None Specified Comprehensive Support and Improvement (CSI) 1000	
Strategy: Maintain the Mental Health Matrix. The Mental Health Matrix, not pictured in this document, was a spreadsheet designed years ago to help our school counselor, principal, and school psychologist document which students are receiving support in the form of mental health providers in and outside of the district. This Matrix has helped to organize and schedule each	Strategy: Maintain the Mental Health Matrix. The Mental Health Matrix, not pictured in this document, was a spreadsheet designed years ago to help our school counselor, principal, and school psychologist document which students are receiving support in the form of mental health providers in and outside of the district. This Matrix has helped to organize and schedule each		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
student to meet with mental health care professionals and limited the student pull out from our instructional core class periods. Additionally, all providers were able to see which entity is helping which student to provide care and monthly meetings to help provide guidance of services.	student to meet with mental health care professionals and limited the student pull out from our instructional core class periods. Additionally, all providers were able to see which entity is helping which student to provide care and monthly meetings to help provide guidance of services.		
Strategy: Maintain the cell phone policy. Our cell phone policy of, "No phones in school during instructional times," is a success. All students turn in their cell phones at the front door and rely on their Chromebooks for one-to-one technology. Students report that more school work is completed as they can concentrate on the school day and not the moment-to-moment happenings outside of the classroom.	Strategy: Maintain the cell phone policy. Our cell phone policy of, "No phones in school during instructional times," is a success. All students turn in their cell phones at the front door and rely on their Chromebooks for one-to-one technology. Students report that more school work is completed as they can concentrate on the school day and not the moment-to-moment happenings outside of the classroom.		
Strategy: Analyze the Wellness days to ensure high quality and effectiveness for our students. Feedback is compiled from students and staff and co-partners to discover how to support or change the next event.	Strategy: Analyze the Wellness days to ensure high quality and effectiveness for our students. Feedback is compiled from students and staff and co-partners to discover how to support or change the next event.		
Strategy: Continue our Creed Coin positive behavior incentive program. Creed coins were impactful through the classroom setting and from staff throughout the day and on campus.	Strategy: Continue our Creed Coin positive behavior incentive program. Creed coins were impactful through the classroom setting and from staff throughout the day and on campus.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strategy: Continue our collection of alternative data to document student growth to drive school improvement. Some Data Collection Student survey: Culture Climate Attendance Credit earning	Strategy: Continue our collection of alternative data to document student growth to drive school improvement. Some Data Collection Student survey: Culture Climate Attendance Credit earning		
IGPCs (Independent Graduation Plan Contracts) are designed for each student to track courses needed, how many credits and their flexible class schedules. This tool is imperative to track our revolving door of students and get them to the graduation stage. Because of this tool that was piloted in 2016, the staff, students, and parents continue to report clarity, goal orientation, and an easy way to "see it all" on one page. The school uses IGPCs during parent meetings, IEP meetings with our Special Education Department, Workability meetings, staff meetings, one on one meetings with staff, and students ask for them frequently to track their success and plans to graduate.	IGPCs (Independent Graduation Plan Contracts) are designed for each student to track courses needed, how many credits and their flexible class schedules. This tool is imperative to track our revolving door of students and get them to the graduation stage. Because of this tool that was piloted in 2016, the staff, students, and parents continue to report clarity, goal orientation, and an easy way to "see it all" on one page. The school uses IGPCs during parent meetings, IEP meetings with our Special Education Department, Workability meetings, staff meetings, one on one meetings with staff, and students ask for them frequently to track their success and plans to graduate.		

Analysis

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

All strategies were implemented. The school has been successful at implementing these strategies for multiple years with great success.

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

Maintaining IGPCs, a cell phone policy, Creed Coin incentive program, offering Wellness days and maintaining a Mental Health Matrix has been very effective. Regardless of a multi-tiered support system, chronic absenteeism continues to be a challenge. However, we are aware of the challenge and also understand that a large percentage of our student enroll at the school already chronic from a local school or school outside of the district. Almost all students cannot become unchronic after they enroll at Sierra High School. We maintain internal records to document this to ensure we are evaluating growth and our programs that we offer students.

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

None.

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

We will maintain this goal and strategies for another school year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

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

WASC Goal 1:
Collect more quantitative data sets, being diligent in identifying the more accurate
reporting data for alignment to student needs.
Student questionnaires
Credit achievement data
Student Learner Outcome Data

WASC Goal 3
Support students after graduation for continuing success through data collection, analysis, and implementation.

WASC Goal # 4
Increase opportunities for parent involvement in their student's education.
(WASC Goals are included in our plan in place of a WASC action plan).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Graduation Rate	2021-2022: 80% (Of Enrolled Seniors 4 Quarter) Overall: 68%	87% of enrolled senior enrolled 4 quarter. Overall: 82.3%
Dual Enrollment at Sierra College	2021-2022: 25%	23%
Sierra High School students completing college courses while attending Sierra High	2021-2022: 20%	Of the students enrolled, 55% on average completed a course
Parent attendance rate at Credit Update nights Fall/Spring	2021-2022: 98%	93.5% on average for parent attendance combining fall and spring attendance

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strategy: Conduct a walking field trip to Sierra College. We do this every year in the Fall - pending COVID-19 mitigations.	This did not occur, COVID limitations.	See Budget Summary None Specified None Specified 0	
Strategy: Local Professional Visits with students. Lunch visits will be scheduled for local career people, and some from	This did not occur, COVID limitations.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
out of the area- pending COVID-19 mitigations, to explain their careers and paths to their careers.			
Students will have the opportunity to travel to Sierra College - Rocklin, Truckee Meadows Community College in Reno, and the University of Nevada Reno, UTI (Automotive Trade School - Sacramento), and Paul Mitchell, Workability will also engage with our students.	Students did have the opportunity to travel to Sierra College - Rocklin, Truckee Meadows Community College in Reno, and the University of Nevada Reno, UTI (Automotive Trade School - Sacramento), and Paul Mitchell, Workability also engaged with our students.		
Strategy: Dual Enrollment mentors: Students that are enrolled in Sierra College as SHS students will be assigned a mentor at SHS to monitor the coursework. Students will share Sierra College grades and current progress with their SHS college mentor.	Strategy: Dual Enrollment mentors: Students that are enrolled in Sierra College as SHS students will be assigned a mentor at SHS to monitor the coursework. Students will share Sierra College grades and current progress with their SHS college mentor.		
Strategy: Partner with Makerspace. Makerspace in Truckee will offer classes for our students again this year - pending COVID-19 mitigations.	Strategy: Partner with Makerspace. Makerspace in Truckee will offer classes for our students again this year		
Increasing involvement with parents for Sierra College enrollment and post secondary plans.	Increasing involvement with parents for Sierra College enrollment and post secondary plans.		

Analysis

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

While some of our strategies were restricted because COVID we were able to maintain most of our strategies. College campus tours, partnering with our local MakerSpace, and increasing our involvement with parents to create post-secondary plans, and assigning mentors to support our dual enrolled students were all implemented.

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

Our college and training facility tours continue to have a lasting effect on our students as our graduation rate was over 80% in June, the highest ever for Sierra High School. We continue to have a majority of our students pass at least one college course that they enroll in, and multiple students are completing multiple college courses each year. Our parents report back to the school that they are forever grateful for our efforts and practices to expose students to post-secondary ideas and options, and walking out a plan for post-secondary education and training.

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

None.

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

This goal will be maintained for next year.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

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

Attested:

Principal, Greg Wohlman on

2022/2023 Sierra High School

** Allocations are tentative and are subject to change as more information becomes available

	Site Funds								Measure AA (Resource 9103)									District Funds				
	Intervention - ALS	Intervention - Additional	Site Op	District EL	Lottery	Lottery - Supp ELA Novels	Title I	Title 1	Extra Curricular	Music Equip + Supplies	Instructional Materials	PE Equipment	Tech Maint + Supplies	Library Materials	Science Materials + Supplies	Career Tech/VAPA	GF	Intervention/ ALS	District EL	Title 1		
			$80/pp		$20/pp	$7/pp	Carryover															
	RE 0140	RE 0000/ GL 1456	RE 0395	RE 0791	RE 1100	RE 1100/ LO2 428	RE 3010/SO 99	RE 3010	GL 1211	GL 1530	GL 1110	GL 1572	GL 1292	FN 2420	GL 1595	GL 1274	RE 0000	RE 0140/ LO2 9XX	RE 0791	RE 3010	RE 0999	
2022/2023 Allocation			$5,270	$2,800	$540	$81	$1,533	$8,173	$4,750		$2,340	$500	$2,295	$450	$900	$2,010						

FTE	Total Cost																						

Total Funds Used	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remaining Funds	$0	$0	$5,270	$2,800	$540	$81	$1,533	$8,173	$4,750	$0	$2,340	$500	$2,295	$450	$900	$2,010	$0	$0	$0	$0	$0	$0

SHS Title One

1. **Schoolwide reform strategies:**

   We continue the involvement of the IGPC's (Independent Graduation Plan Contracts) which are designed for each student to track courses needed, how many credits, and their flexible class schedules. This tool is imperative to track our revolving door of students and is updated by the principal numerous times throughout the school year as they progress. This is a google doc that is shared with all staff and is printed for students.

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

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

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

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

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

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

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

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

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

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

   N/A

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

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

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

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

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

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