SIERRA HIGH SCHOOL

Sierra High School

1700 Thomas Street

Manteca, CA 95337

Manteca Unified School District

February 25-28, 2018

WASC SELF-STUDY REPORT

Manteca Unified School District

2271 W. Louise Ave
Manteca, CA 95337
www.mantecausd.net

Sierra High School

1700 Thomas Ave
Manteca, CA 95337
(209) 858-7410

WASC Focus on Learning Committee

Dr. James Green - Chair
Mr. Avo Atoian - Principal
Mr. Renee Duvander – Instructional Technology Math Coach
Mr. James Gray – Principal Arroyo High School
Mr. Michael Smith – Assistant Principal Napa High School
TBD
TBD

Sierra High School Teachers

Jeff Abrew

Matt Anderson

Liz Aschenbrenner

Amy Bohlken

Cynthia Boling

Eryn Bowers

Richard Boyd

Malia Brandi

Lori Brubaker

Walter (Kaj) Busch

Julia Cannon

Erin Chester-Bradt

Christopher Courtney

Justin Crowe

Daniel Cunial

Mary DelPino

Daniel Dolieslager

Daniel Duke

Rachelle Fast

Yvette Fisher

Valerie Flores

Larissa Founts-Bergerson

Kim French

Thomas Gaines

Angela Garcia

Jeffrey Greene

Larry Grimes

Juan Gutierrez

Richard Hammarstrom

Jeffrey Harbison

Melissa Harbison

Audra (Danielle) Hatch

Nick Hobby

Chris Johnson

Jeffrey Klein

Amy Lee

Janet Lenards

Allison Lowry

Marlene Martin

Roxana Navarrete

Debbie Pavao

Michael Postma

Dianna Puett

Jared Rio

Jeanne Robison

Amy Rosendin

Ezequiel Ruiz

Adam Russell

Sara Russell

Tyler Ryan

Janet Sanders

Hans Schmitz

Daniel Talcott

Matthew Tate

Ryan Teicheira

Scott Thomason

Travis Thomson

Elizabeth (Betsy) Tjomsland

Cassie Trzcinski

Stephan Unterholzner

Brent VanZwaluwenburg

Les Wheeler

Jeffery Williams

Greg Wilson

James Wright

Devon York

Christina Young

*BOLD = Department Chair

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Preface

Sierra High began the process of preparing for the full visit in August of 2016. At the initial staff meeting on August 10, 2016, the staff were informed of the general timeline of the WASC self-study, the purpose of the self-study and the intended outcomes. At this initial meeting the staff were surveyed about preferences regarding focus group assignments and if they would like to serve as co-chair of a focus group. The results of these surveys were compiled and the WASC coordinator and principal compiled the lists of focus groups and chair volunteers. Parents, students and clerical staff were also invited to serve on the focus groups and each group has representation from each of these stakeholders. Home groups were assigned based upon departments and met during the late-start Wednesday time; time for home groups was used as needed during the self-study (labeled as Core Teams).

The first part of the 16-17 year was spent looking at overall schoolwide data including profile, standardized testing, behavior and perception. At the end of the 16-17 year, the focus groups began the process of research to complete individual focus group chapters. At two separate times, focus group chairs were trained in guiding data analysis and then on researching, writing and refining the focus group chapters. As a part of this research, teachers conducted three separate observations of teachers, students participated in both online and in-person interviews and multiple investigations took place.

This current year has been spent writing and refining the focus group chapters as well as narrowing the critical areas of academic needs based upon the analysis of student achievement data and focus group research. New teachers and staff were oriented to the WASC process at a separate meeting; subsequently, new staff were assigned to focus groups.

The following is a general timeline of our self-study process:

Date:	Group/Purpose
August 10, 2016	All-staff training on WASC self-study
September 28, 2016	Focus groups-data analysis
October 26, 2016	Focus groups-data analysis
November 30, 2016	Focus groups-data analysis
February 1, 2017	Focus groups-data analysis
February 22, 2017	Focus group chair training
March 1, 2017	Focus group-chapter research/writing
April/May 2017	Classroom Observations
April 5, 2017	Focus group-chapter research/writing
May 3, 2017	Focus group-chapter research/writing
August 9, 2017	All-staff meeting-Review of WASC timeline

August 22, 2017	Focus group chair training meeting
August 23, 2017	Focus group-chapter research/writing
August 24, 2017	New teacher/staff WASC training
August 30, 2017	Core/Home Groups*
September 6, 2017	Core/Home Groups*
September 13, 2017	Focus group-chapter research/writing
September 20, 2017	Core/Home Groups*
September 27, 2017	Focus group-chapter research/writing
October 4, 2017	Core/Home Groups*
October 18, 2017	Focus group-chapter research/writing
October 25, 2017	Core/Home Groups*
November 1, 2017	Focus group-chapter research/writing
November 8, 2017	Core/Home Groups*/WASC Chair Visit
November 15, 2017	All stakeholder meeting to narrow critical academic needs
December 6, 2017	All stakeholder meeting to approve action plan
February 7, 2018	All stakeholder meeting-WASC preparation
February 21, 2018	All stakeholder meeting-WASC preparation
February 25-28, 2018	WASC visit

*WASC tasks were agenda items during this time but were not always the exclusive agenda item of the meeting

WASC Focus Groups:

Organization Room 21	Curriculum Room 50	Instruction Room 42	Assessment Room 9	Culture Room 19
Angela Garcia*	*Amy Rosendin**	*Les Wheeler**	*Brent VZ**	*S. Unterholzner**
Chris Courtney*	*Cynthia Boling**	*Sara Russell**	*Jeff Greene**	*Justin Crowe**
Craig Bingham	Steve Clark	Matt Anderson	AnneMarie Shaw	Julie Cannon
Richard Boyd	Jeff Abrew	Andrew Lee	Paul Bennett	A. Chapman
Lori Brubaker	Kristy Angove	Larry Grimes	Chester-Bradt	D. Dolieslager
Yvette Fisher	Amy Bohlken	Dan Cunial	Kaj Busch	Mary Del Pino
Tom Gaines	Dan Duke	Aschenbrenner	J. Harbison	Rachelle Fast
Janet Lenards	Kim French	R.Hammarstrom	Kathleen Slikker	J. Gutierrez
Chris Johnson	Amy Lee	Danielle Hatch	Malia Brandi	M. Harbison
Allison Lowry	Adam Russell	Marlene Martin	Janet Sanders	Nick Hobby
Mike Postma	Ezequiel Ruiz	Deb Pavao	T. Thomson	Valerie Flores
Dianna Puett	Daniel Talcott	J. Robison	Scott Thomason	A. Hernandez
Eryn Bowers	James Wright	Amber Talcott	Jared Rio	R. Navarrete
Christina Young	Greg Wilson	Jeff Williams	Tyler Ryan	Matt Tate
Elizabeth Tjomsland	Dimos Birakos	Devon York	Cassie Trzcinski	Larissa Founts-Bergerson
P. Gulbronson**	Hans Schmitz+	Shari Martinez**	Terra Garcia**	Jeffrey Klein
Clara Schmeidt	Anne Montanio**	**Elisa Muniz**	**Maria Exiga**	Ryan Teicheira
	Marina Crain	*Jessica G. Najera*	*A.Asunción*	Stella Oliver**
Arshnik Cheema		*Briana Estrada*	*Joseph Barbucia*	**Annie Cunial**
A.Zarevich	*Firishta Lail*		*C. Gonzalez*	*Alexa Rebelo*
	Laila Afzal			*A. Villanueva*

*Co-Chair,

Clerical, **Parents, *Students,* Staff

+Formatted WASC report

CHAPTER I

PROGRESS REPORT

Chapter I: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* **from the last full self-study and all intervening visits.**

Comment on the original critical areas for follow-up not in the current plan.

The following are the seven critical areas of follow-up indicated in the full WASC visit six years ago. The first four were self-identified areas and the last three were additional areas identified by the visiting committee. The goal numbers refer to the school's current action plan from the current site plan; all areas are addressed in this plan.

1. The school needs to continue to its efforts to address the achievement gap that exists between all students and underperforming subgroups

School Action Plan Areas that address this goal:

Goal 4.4-PLCs will be used to analyze student data and determine best teaching practices that address strengths and weaknesses. Interventions will be made based on formative and summative assessments.

After six years of implementation, many PLCs at Sierra High are now regularly using data to address underperforming students in class. Some PLCs look at student data and make the appropriate interventions designed to promote student achievement. However, our self-study indicates that not all PLC groups are functioning at a high level. Some of the factors that have contributed to this are lack of training, the implementation of new curriculum, and some lack of oversight.

Goal 4.5-Refresh and retrain staff to apply effective teaching strategies that promote inclusion and involvement of all students. Continue to support and incorporate SDAIE strategies

Since the last visit, Sierra has continued with regular Literacy training as well as other strategies to support student achievement. Beginning with the last school year and continuing into the current one, these trainings have become a regular part of our late-start Wednesday schedule; these trainings are held approximately once per month (See PLC Calendar).

Goal 4.7-Continue to develop and offer remedial classes in math and maintain reading proficiency classes.

Sierra has continued to maintain remedial classes to support students who need extra support in English classes and math. We currently offer a reading support class at the ninth and tenth grade level. In Math we offer Algebra A and B for those students who need to take the subject at a slower pace.

Goal 4.8-Continue to offer support for students in EL classes.

For the past six years, Sierra has provided English Language Development classes at all levels. Beginning in 2016-17, ELD sections were doubled to include support during both terms in the 4x4 block schedule. These students receive extra support from the teacher focusing on academics, class scheduling, and other support mechanisms. During the current year, these students are receiving extra tutoring from Sierra High math and science instructor, Mr. Courtney.

Goal 4.9-Offer targeted support to foster students

The foster students at Sierra receive targeted and confidential support from the administration, a counselor and select office staff. These students are given academic and emotional support from the selected staff members as needs arise.

Goal 4.10-Offer targeted support to Socio-Economically disadvantaged students

Although these students are not identified as SED to the staff, we offer these students support as we have learned different literacy strategies. The homeless subgroup of students is confidentially identified for staff and these students are provided a liaison from a selected staff member. Confidential information is shared, as necessary, to help homeless students succeed.

Goal 4.6-Continue with formal tutoring 4 days a week in core subject areas

Sierra has continued to offer formal tutoring in Math, Science and Spanish after school on select days and times (See tutoring schedule). Students can either elect to go to tutoring or can be referred by staff members.

2. Teachers need to use targeted instructional strategies to meet the needs of underperforming subgroups specifically focusing on

> **a. the systematic use of assessment data to inform instruction**
>
> **b. checking for understanding to determine if all students understand and have mastered the standards**
>
> **c. differentiating instruction to ensure that all students understand and have mastered the standards**

Goal 4.1-Train teachers to use Illuminate (former system was Data Director) and other data collection tools more effectively to assess student's achievement on benchmarks, common assessments and standardized tests by common core and other standards

Last school year (16-17) marked the transition that Sierra (and the entire district) made to the data collection tool called Illuminate. Last year, teachers were trained to be trainers and many teachers have received training to use this new data collection system. The district has offered trainings in this new system and additional courses were offered at our most recent district staff development day. While some teachers are regularly using Illuminate, many departments are in the beginning stages of implementation.

Goal 4.2-Continue QISA work to develop and complete benchmark tests and address power standards and common core standards for each area tested.

At the three-year visit mark, it was noted that the extent to which departments use common summative assessments varied due to MUSD placing a temporary hold on summative assessments to reconstruct them based on the new Common Core State Standards. The requirement for end-of-course finals that are common across the district has since been reinstated in most departments. While some departments began implementation at the end of the last school year (2016-17), many departments began implementing common finals again at the end of the first term in December 2017.

Goal 5.3-Continue to implement PLCs to analyze student data and determine best teaching practices that address strengths and weaknesses. Interventions will be made based on formative and summative assessments.

As mentioned earlier, many departments are using formative and summative assessment data on a regular basis to address student achievement. Since the last full visit, many staff members have gone to and continue to go to formal PLC training. However, some PLC groups are not as successful at using the allotted time to look at common assessment to improve student achievement. Also, we have several "singletons" in our school who cannot easily collaborate with other teachers.

3. The school needs to expand opportunities for involvement and outreach to parents

Goal 5.7-Increase usage of Parent Connect

Since the mid-term visit, most parents now already have access to Parent Connect as their students enter Sierra High school. This is because this system has been implemented at the elementary level of our district as well. New parents are encouraged to sign up for Parent Connect at their initial meetings at the school.

Goal 4.13-Continue to offer translation services for IEPs, 504s, SSTs, counseling meetings, parent meetings and for informal parent contacts

Sierra continues to offer the above translation services. In addition to these services, the student handbook has been translated into Spanish. Staff do indicate some issues in afternoon IEP meetings when formal translation services are no longer available; local translators, such as teachers or other bilingual staff, have been used in these instances.

Goal 6.8-Continue to develop the Sierra High School website

Sierra's website continues to provide vital information to parents and students about important information including academics, contact information, counseling services, and special events.

Goal 6.10-Implement PIQE (Parent Institute for Quality Education)

Since the last full visit, PIQE has been implemented three times and is currently being implemented during the current school year. We have found that this program can be a successful tool for parents of EL students to connect to their students' education. During the current school year, we have 60 parents enrolled in the program. If these parents graduate from the program, their children will receive priority registration at certain CSUs.

We continue to have supportive athletic and band boosters. Both groups connect parents to Sierra through various fundraisers, special events, and sports activities.

In addition to the ways that are mentioned above, parents are involved as members of School Site Council. Parents are invited to two Back to School Nights, Get Focused/Stay Focused parent nights, an 8th grade parent night, a 9th grade parent night, and a financial aid workshop.

Sierra High School has increased the various ways of outreach to parents dramatically over the last six years. Specifically, social media outreach has increased significantly. Sierra HS utilizes Facebook, Twitter, Instagram, and Remind 101 at various levels. The district provides the use of Blackboard Connect to support automated calls and emails to parent/parent groups. Within the last year the use of Peachjar has also

benefited outreach. This program allows the electronic mailings of school and district flyers to all email contacts in the school database.

4. The school needs to provide time for teachers to collaborate and engage in professional development

Goal 4.4-Continue to implement PLCs on late start Wednesdays/increase collaboration time

Late start Wednesdays have been in place since the last full visit. The staff has overwhelmingly continued to vote to keep this time in place. In addition to PLCs, late start Wednesdays have been used for Literacy trainings, WASC focus groups, and occasional special meetings.

Goal 4.4-Develop and implement a professional development plan which includes PLCs (see critical area #5 for commentary)

Goal 4.2-Continue QISA staff development

Since the three-year mid-term visit, district departments, with all teachers represented, continue to meet on selected staff development days. Approximately once per month, QISA groups continue to meet. These are comprised of representatives of departments who meet to discuss common assessments and other departmental issues at the district level.

Goal 4.11-Develop and implement articulation with feeder schools

Ninth grade English teachers have regular meeting times to collaborate with our feeder schools. In addition, select math teachers have begun to meet with elementary junior high teachers to ensure a smooth transition for students coming to Sierra. For the past six years, the principal has met with feeder school principals on a quarterly basis to address common concerns and to brainstorm ideas for making the transition to high school less stressful for students. As a result, the district, with guidance from the governing board, has adopted a regional concept in which all MUSD high schools are aligned with their feeder schools.

Late start Wednesdays have now been in place for six years; these have provided needed time for teachers to engage in PLC groups. This time has also enabled Sierra to have on-site trainings. The last three years have seen the restoration of a district-wide staff development day in which teachers can both present and select appropriate professional development opportunities. The last two years (not including the current year), teachers have been required to complete 12 hours of professional development time as part of their contractual time; this requirement was not reinstated for the current school year. As funds have become more available, many teachers are attending various conferences and trainings based on individual preferences and needs.

5. The school should develop a comprehensive professional development plan based on the WASC Action Plan, which focuses on improving student achievement.

Goal 4.4-Develop and implement a professional development plan which includes PLCs

The principal, in conjunction with other administrators and department chairs, sets a calendar of the staff professional development time each year. The calendar is assessed and voted on by all certificated staff. As mentioned before, this time is used for PLC groups, literacy trainings, and WASC preparations. In addition to the overall PLC calendar, teachers are encouraged to attend specialized content-area trainings. Since the last WASC visit, the funding for these types of trainings has become more plentiful. We have had multiple

teachers attend PLC, AP, CTE, Literacy, and other content-specific trainings. A full list of our professional development can be found in our professional development binder.

6. While the school has a variety of intervention and remediation strategies in place to meet the needs of students, structures need to be put in place to formalize these efforts, such as intervention plans through Student Study Teams (SSTs) and a Response to Intervention (RTI) model.

Goal 5.9-Organize and continue to use student support services such as Peer Resource, Valley Community Counseling (VCC), our SRO and tutoring by formalizing these services through intervention plans such as Student Study Teams and the Response to Intervention (RTI) model.

In addition to Peer Resource, VCC, the SRO and tutoring, Sierra created an intervention team in the 2016-17 school year. Among other things, the intervention team meets to streamline the intervention strategies for students. However, Sierra recognizes that intervention is ongoing and that more intervention methods are still needed to reach all our students.

7. The school needs to begin the process of planning courses study for the adoption of the Common Core Standards that include the development of course scope and sequences, alignment to standardized tests and final exams, benchmarks and grading criteria

Goal 4.1-Train teachers to use Illuminate (the former goal stated Data Director) as well as other assessment methods to gauge student achievement on both content and common assessments, standardized tests by content, and common core standards.

Some teachers have begun to use Illuminate to gauge student achievement, but, since the program is new, full implementation is not complete. Many teachers use other methods to gauge student achievement of standards.

Goal 4.2-Continue QISA work to develop and complete benchmark tests and address the power standards and common core standards for each area tested

English and Math have undergone extensive training on the common core standards. Also, science has both self-trained and been trained in the NGSS standards. However, other departments have had few trainings in common core.

Goal 4.3-Evaluate science course sequencing and implement a new framework

Since the three-year visit, the science department continues to evaluate the changes made to course sequencing to assess the impact on student achievement.

Goal 4.4-Continue to use PLC time and in-service days to integrate the Common Core Standards into our curriculum and work with the district timeline and resources to develop curriculum guides, which incorporate the CCSS, a scope and sequence of instruction and assessment.

Since the last full and three-day WASC visits, nearly every department has adopted new curriculum. Some departments are testing the sequence of instruction and how much material needs to be covered. Thus, many departments are returning to forming new sequences, new assessments, and exploring the connections to standards.

CHAPTER II

STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

Chapter II: Student/Community Profile and Supporting Data and Findings

A. General Background and History

Community

Sierra High School is a comprehensive high school in the Manteca Unified School District, located in the California central valley city of Manteca, in San Joaquin County. Manteca is a city of approximately 75,000 people. Originally a small farming town, Manteca exploded as a city in the 1980s and 1990s as an option for cheaper housing for people from the San Francisco Bay Area. When Sierra High School opened in 1994, the population was dominated by students whose parents were commuters. Since that time, more industry and growth have opened opportunities for jobs in the local area.

Sierra presently services freshmen, sophomores, juniors, and seniors. Sierra opened a new era of high schools after the community had only two comprehensive high schools for decades. After Sierra opened, the district continued to grow, adding two more comprehensive high schools and two alternative schools. Today, MUSD has five comprehensive high schools, two alternative high schools, and a Community Day School.

Currently, Sierra's feeder schools include Brock Elliott, Nile Garden, Stella Brockman, and Veritas. The opening of Lathrop High School in August of 2008 reduced Sierra High's enrollment by 449 students in the 2008-2009 school year and dropped the number of schools matriculating students into Sierra from six to four. Since that time, we have seen a gradual rise in the numbers of students attending Sierra High due to growth.

In the community, Sierra has developed the reputation as an outstanding school. People who move to the area clamor to have their students attend by either choosing to live within school boundaries or through open enrollment. The last three years saw the number of open enrollment requests exceed 100 from those already living in the district. We attribute this demand to both our outstanding culture of academics, sports, clubs, and staff. Sierra has consistently been the highest scoring school in all standardized tests in the district. As we have grown, outstanding sports programs have developed as well. We saw our first state championship football team in 2015; other sports programs have exceeded at high levels as well, with many earning Valley Oak League and Sac-Joaquin Section titles.

Recently, there has been a housing boom in Sierra High School's boundaries; this can be seen on the south side of the 120 freeway. We anticipate that these new homes will contribute to our gradually increasing numbers. As this growth ensues, the challenge of recruiting qualified and caring staff who are in line with Sierra's values and culture will become an important goal.

Sierra currently has three formal parent organizations. The first is our parent band boosters, which support the various activities, festivals and trips for our high school band. The second is our athletic boosters; this organization supports all of Sierra's athletic programs with fundraisers throughout the year. The final parent organization is the Sober Graduation committee; this parent committee oversees the night of graduation and provides a safe place for our graduates to celebrate.

Staff

During the 2016-17 school year, there was a total of 71 certificated staff members at Sierra High. The ethnic breakdown of the staff is enumerated in the chart below. In addition to the following ethnic breakdown, the staff is comprised of 32 females (45%) and 39 males (55%):

	Hispanic	Filipino (not Hispanic)	African American	White	Two or more races	Total
Number	10	1	3	56	1	71
Percentage	14%	1.4%	4.2%	78.8%	1.4%	100%

There was a total of 38 classified staff in the 2016-2017 school year; 13 (24.2%) male and 25 (65.8%) female. These numbers include clerical, paraprofessional, technology, and other support staff. The following is the ethnic breakdown of the classified staff for the same year:

	Asian	Filipino	Hispanic	Afr. Am	White	Two or more races	Total
Number	1	2	9	1	24	1	38
Percentage	2.6%	5.2%	23.6%	2.6%	63.1%	2.6%	100%

Like many schools in California, our staff ethnicity is not reflective of our student body. We have tried annually to find and hire teachers who might relate to and serve as role models for our students, but this remains a challenge. However, we have seen a gradual increase in the diversity of our staff compared to previous years. Currently, 100% of certificated staff members are fully NCLB qualified and 100% have CLAD certification. Teachers normally instruct for three of the four periods of the regular school day. All teachers are instructing in either their majors or minors.

Our counseling department has four guidance counselors creating an approximate student to counselor ratio of 350:1. Additionally, a Valley Community Counselor is available to provide social-emotional support and guidance to students four days per week during the entire school day. Sierra is also served by a full-time school psychologist and a bilingual aide. Qualified substitutes are provided at the district level; at minimum, each substitute is required to pass the CBEST. The school currently has no long-term substitutes.

Sierra is currently served by four administrators; the principal, an assistant principal, and two vice-principals. One vice-principal is fully devoted to disciplinary issues for three-quarters of the school, while the other vice- principal is divided into a split of athletic director and 25% discipline and attendance.

ACS WASC Accreditation History:

The following are the mission, vision, philosophy and SLOs of Sierra High:

Mission: to promote excellence by offering challenging curriculum and programs which enable all students to communicate effectively, become responsible citizens, demonstrates positive relationships, and solve problems.

Vision: to empower all students to acquire positive academic, social, and emotional skills to allow them to become productive citizens and lifelong learners.

Philosophy: We believe that all students can learn to communicate effectively, become responsible citizens, nurture positive relationships and become lifelong, self-directed learners; that we must provide a safe and supportive environment, and that the involvement of parents and community is crucial to the success of students at Sierra High:

SLOs (Schoolwide Learner Outcomes): All Sierra students will:
1. Communicate effectively
2. Be responsible citizens
3. Develop positive relationships
4. Develop problem solving skills

The staff at Sierra High developed the Mission, Vision, and Philosophy at the inception of the school in 1994. These have been periodically revisited and have not been changed. The SLOs (originally ESLRs) were developed as a part of the school's first full WASC visit in the spring of 2000. At this visit, the school was given a 6-year accreditation status with a mid-cycle visit. This 6-year, mid-cycle visit has been the accreditation status norm on subsequent visits.

LCAP identified needs:
Parents, students, community, and staff were given several opportunities to provide input into our district LCAP. All staff, the School Site Council, the ELAC committee, and several student groups held formal needs assessment meetings last spring to provide input. As a result of the stakeholder input, several essential beliefs and goals were developed which have significant relevance to our own school setting.

The first essential belief is that "Schools are a safe learning environment." Underneath this goal are several indicators which apply specifically to our school. The priorities of this goal are providing basic services, implementation of state standards, and course access. The applicable indicators are the following:

    1.1 Students will receive instruction from qualified staff trained to implement the Common Core, CTE, and California State Standards.

    1.3 Students and staff will have access to technology with individualize instruction, attain technology skills embedded in the CCSS, address diverse learning styles, increase access to the core curriculum, increase parent curriculum awareness, increase engagement, create 21st century learners, and ensure equity and access to technology for all MUSD unduplicated students.

1.4 Students will have access to standards-aligned curriculum materials once available during the adoption cycle.

1.5 Students will have access to curriculum aligned with CCSS and the Next Generation Science Standards (NGSS) beyond adopted materials.

1.6 Students will receive support services to ensure they are on a college or career pathway.

1.10 Teachers will receive leveled, differentiated professional learning aligned with district initiatives, students' needs and professional requirements before and after school, during school hours, via conferences, in workshops, PLCs, and QISA groups to ensure instructional mastery of CCSS and California State Standards.

1.12 English Learners will receive instruction specifically designed to increase second language acquisition.

The second major goal or essential outcome on the district LCAP is to "promote engaging learning opportunities for all students inside and outside the classroom". The priorities enumerated below with engagement goals are "parent involvement, pupil engagement, and school climate". The following are the applicable indicators:

2.1 MUSD students and staff will have access to engaging educational programs.

2.2 Students will haves access to specialized industry sector programs.

2.3 Students will have makerspace opportunities and materials and practical application projects.

2.4 Tech Champions will support the use of technology in the classroom.

2.5. Students access to the library will increase with the addition of a Teacher Librarian at each comprehensive high school.

2.6 Students will be able to increase collaboration and investigation with the transformation from a traditional library to a library Commons at each high school.

2.8 Students will have access to school-based counseling.

2.10 All seniors will participate in the "Every Fifteen Minutes" program to raise awareness and ensure student safety.

2.13 Homeless students and students in transitional housing situations will be supported and resources provided by district staff overseeing the MUSD transition program.

2.18 Parents of Students with Disabilities, English Learners, Foster, and Low-Income students will be invited to participate on site and district advisory councils to inform educational decisions.

2.19 Written and oral translation will be provided to parents related to communication about their children's education.

The third LCAP goal is to "maximize individual potential for achievement by supporting effective instruction." The two priorities beneath this goal are pupil achievement and pupil outcomes. The following are the applicable indicators:

3.1 Students will receive services to increase achievement via services and funds allocated to the sites based on stakeholder feedback regarding the site's greatest needs.

3.2 English Learners, Foster Youth, Low-Income pupils, Students with Disabilities as well as all at-risk students will have access to interventions to attain grade level proficiency.

3.3 Student achievement will be increased by using software and databases to track data to inform instruction, professional learning and programs.

3.8 English Learner consumables will be purchased annually.

3.9 High School EL students will have access to ELD classes at their level.

3.10 Students will receive support attaining English language proficiency from bilingual paraprofessionals under the supervision of classroom teachers.

3.11 Services for students with disabilities: mental health counseling, adaptive physical education, speech and occupational therapy may include, per IEP team agreement, alternative education sites, which may be public or non-public, annual meetings, extended school year for students meeting MUSD extended school year criteria, and appropriate curriculum.

3.12 Foster students will have an intake meeting each year and within 30 days of transferring into a new school to measure, coordinate, and improve services.

3.13 MUSD will work with courts, agencies, and foster families to ensure, when possible, foster students remain at their home school for the duration of the school year.

3.14 High school students may concurrently enroll in classes offered at Manteca Adult School for credit recovery opportunities.

3.15 Student achievement will increase, with three days of on-site staff development.

3.16 Future-ready students will be developed.

3.17 Students achievement will be the focus of trainings provided by teachers on special assignment specializing in the areas of English Language Arts/English Language Development, Mathematics, Technology, Science, and Library Sciences with specific focus on strategies that increase the achievement of unduplicated students and are aligned with the Common Core, State of California, and Next Generation Science Standards.

(Source: Manteca Unified School District LCAP)

B. School Program Data

Since the 1999-2000 school year, Sierra has been on a 4X4 block schedule in which students have access to eight classes per school year. Students normally take four classes in the fall and another four in the spring. Students have access to a full range of courses, which include traditional core classes, AP classes, multiple CTE classes, and a variety of elective courses. While students are on a college or career pathway, they are required to maintain physical fitness with a wide selection of courses from our Physical Education department. Graduation requirements are listed in the appendix.

There are many AP courses available to students throughout their high school career. In the current school year, Sierra offers: AP physics, AP Biology, AP Chemistry, AP European History, AP Macroeconomics, AP United States History, AP Psychology, AP 3D Art, AP English Language, AP English Literature, AP Spanish Language and Culture, AP Calculus AB/BC, and AP U.S. Government and Politics. These courses provide access for students to experience a college preparatory environment through even more rigorous courses with the additional incentive to earn college credits by passing the AP exams.

In addition to AP classes, Sierra offers two specific career pathways which are *be.connected* and *be.farm2fork*. *be.connected* is a pathway of courses offered through the English department, which allows students to explore digital media, while at the same time fulfilling the English requirements. The *be.farm2fork* pathway enables students to take classes which explore agriculture and the hospitality industry.

MUSD and Sierra High School offer some courses which are articulated with local colleges. On our campus, Accounting I and Fashion, Design 1, and CTE Culinary Arts Food Science are articulated with San Joaquin Delta College. Art and History of Floriculture and Animal Science (when offered) are articulated with Modesto Junior College. Finally, Fashion Merchandising and Fashion and Design II are articulated with the Fashion Institute of Design and Merchandising (FIDM). Many CTE courses offered at the district are also articulated.

Sierra High offers many elective courses which allow students to explore a variety of subjects. Students can choose from a wide range of courses in music, art, photo, film, theater, and ceramics, culinary, fashion, interior design, among others.

The Industrial Technology and Life Skills department allows students to explore various trades and skills. Among the classes offered are Woodshop, Drafting, Agricultural Mechanics, Floriculture, Interior Design, Fashion Design, Food Science, Ag Biology, Ag Leadership, Welding, and Culinary Arts. Beginning in the 2018-19 school year, we will also offer a Makerspace course. In some of the classes, students may be able to obtain certain certificates and registrations which are valid in an industry.

In order to help students prepare for college and careers and the courses that support these goals, counselors work in tandem with parents and students to explore the most applicable path. Counselors look at transcripts, hold parent and student meetings, and enlist the recommendations of elementary teachers as they place students in their preliminary classes at Sierra. As students progress through their classes, counseling is ongoing to evaluate changing student needs and goals.

As will be described later, students at Sierra now partake in the Get Focused/Stay Focused program. This program helps students identify career and life goals and develop a 10-Year Plan to achieve these aspirations.

English Learners at Sierra High are tested for their English language development and, if necessary, placed in an ELD class according to the most appropriate level. The ELD teachers, as well as the bilingual aide, work closely with EL students to ensure success during their high school career. The ELD teachers regularly communicate with other general education teachers to remind the teachers of best practices in the classroom to support EL students as well as to apprise the teachers of specifics concerns and needs.

Although limited in number, foster students are provided services through our TSSP coordinator. A clerical support person in the office is assigned by the principal to work in coordination with MUSD Health Services to monitor, support and check in on both our transitional (homeless) and foster students. This coordinator also receives support from a teacher on site who oversees the academic needs of these students.

Homeless students, or students in a transitional housing situation, are provided a private liaison at our school site. This liaison confidentially provides teachers with as much information as California and FERPA laws allow to provide students the opportunity and resources to achieve success.

Sierra has a full range of services for students with special learning disabilities. With eight Special Education teachers, students at varying levels and needs are placed in the appropriate classes. Each student has a case manager assigned to monitor, support, and coordinate all needs with regards to academics, social-emotional learning, and general well-being on campus. These case managers ensure that all district and state timelines are followed regarding Individual Educational Plans, academic needs, and individual abilities. Students are tested triennially and placed in Resource or Special Day classes. Special Day classes are categorized as mild, mild- moderate, or moderate-severely handicapped. Other students who do not qualify for special education services may receive services through a 504 plan. The assistant principal works in conjunction with the academic counselors and teachers, meeting annually to provide services and support to students with a 504 plan. The San Joaquin County Office of Education houses a building on campus that provides services to county orthopedically handicapped and to the deaf and hard of hearing. These students and staff are welcomed on campus as part of our student body.

C. Demographic Data

Parent Education Level

	14-15	15-16	16-17	17-18
Post Graduate	75 (5.7%)	85 (6.3%)	90 (6.4%)	87 (6.2%)
College Graduate	279 (21.2%)	287 (21.2%)	295 (20.9%)	327 (23.3%)
Some College	310 (23.6%)	329 (24.2%)	327 (23.1%)	308 (22.0%)
High School Graduate	373 (28.3%)	401 (29.6%)	442 (31.3%)	432 (30.7%)
Not a High School Graduate	123 (9.4%)	131 (9.7%)	135 (9.6%)	122 (8.7%)
Declined to State	155 (11.8%)	124 (9.1%)	124 (8.8%)	130 (9.3%)
Total	1315	1357	1413	1406

The numbers represented in this chart represent the highest level of parent education in each household of Sierra students. We do not see any major changes or trends over the last four years. A little less than 30% of our students have at least one parent who has graduated from college and 22% of our students have at least one parent who has attended some college. Almost 9% of students live in a household in which the highest level is less than a high school degree. When factored together, nearly 80% of our students have at least one parent who has earned at least a high school diploma. While nearly 10% decline to state, our school must be sensitive to those students who may not have the academic support system in their household.

Students identified as Socioeconomically Disadvantaged:

	14-15	15-16	16-17	17-18
Number	602	603	611	699
Percentage	44.7%	44.4%	42.9%	48.6%
Total Population	1,344	1,358	1,421	1437

The number of students who identify as Socioeconomically Disadvantaged has seen a slight rise during the current year. Despite the generally improving economy, we continue to serve many students who have households that struggle financially. While staff are aware of this population, teachers indicate some difficulty in providing adequate interventions because these students cannot be identified. Therefore, interventions that are given for this particular group must be implemented for the entire school.

Student Enrollment

Year	13-14	14-15	15-16	16-17	17-18
Number	1,420	1344	1358	1421	1437*

*Not official

After a slight dip in enrollment during the 2014 and 2015 school years, our student population has continued to gradually increase over the last two years. This is due, in part, to two factors. First, the population around Sierra High School continues to grow with new houses being built. Second, SHS is in demand as a school, with many requests for transfers during open enrollment. This population growth will be a challenge to Sierra in terms of facilities and increased staffing. The population of the school has remained steady since the year 2010. Before that time, Sierra's population peaked in 2005-2006 at 2,098. The decline in student population during subsequent years was due to the opening of Lathrop High School.

Grade Level

	14-15	15-16	16-17	17-18 (unofficial)
9th Grade	343 (26.3%)	366 (26.9%)	355 (24.9%)	363 (25.2%)
10th Grade	341 (26.1%)	355 (26.1%)	370 (26.0%)	371 (25.8%)
11th Grade	309 (23.6%)	340 (25.0%)	343 (24.1%)	359 (24.9%)
12th Grade	311 (23.8%)	297 (21.8%)	353 (24.8%)	344 (23.9%)
Total	1344*	1358	1421	1437

*number includes 40 Adult Education students included in the official number for this year only, not included in percentages

During the 2014-15 and 2015-16 school years, 9th and 10th grade classes tended to contain larger enrollment numbers. This is due, in part, to some students finishing their education elsewhere because of a variety of factors. These include students who have gone to our two alternative high schools in the district. However, this current year and the last have seen a general balance between the classes.

Gender

	Male	Female
14-15	643 (47.8%)	701 (52.1%)
15-16	669 (49.3%)	689 (50.7%)
16-17	692 (48.7%)	729 (51.3%)
17-18	717 (49.9%)	720 (50.1%)

Over the last several years, SHS has had a slightly higher number of females. However, the current year is almost even in terms of gender. While this is the case, other data indicate that there is disparity between the genders in terms of academic performance. Males tend to perform at a lower rate at all levels as our female population has experienced greater academic success, including a higher level of participation in college preparatory courses.

Ethnicity

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
2017-18*	1,437	5.3%	0.7%	11.6%	5.1%	50.1%	0.8%	25.5%	*
2016-17	1,421	5.1%	0.7%	9.1%	5.6%	49.8%	1.0%	26.2%	2.5%
2015-16	1,358	5.0%	1.0%	9.1%	5.8%	49.3%	1.0%	26.9%	2.0%
2014-15	1,344	5.9%	0.9%	8.0%	5.1%	46.8%	1.0%	31.1%	1.2%

*Not official numbers from CBEDS, multiple race number not available

There has been a gradual trend regarding the diversity of our student population over the last few years. The Hispanic subgroup continues to grow and composes the largest percentage and number of students at Sierra High. Data shows that the staff ethnicity does not match or reflect the ethnicity of our students. Therefore, staff has continued to look at how to reach all our students. The staff has explored various ways to reach our Hispanic population both in and out of the classroom. However, we recognize that there is additional work needed to reach this subgroup.

Languages Other than English

	Spanish	Punjabi	Arabic	Filipino
14-15	58 (69.8%)	9 (10.8%)	6 (7.23%)	4 (4.82%)
15-16	63 (79.7%)	4 (5.1%)	3 (3.8%)	0 (0%)
16-17	69 (75.8%)	14 (15.4%)	1 (1.1%)	1 (1.1%)

This chart accounts for the top four languages other than English, which are students' primary language. Other languages not included in this chart are Farsi, Hindi, Hungarian, Thai, Pashto, Mandarin, Khmer, Tigrinya, and Ilocano. Each of these languages has only one household that is listed as a primary language.

Students whose primary language is Spanish continues to rise. Additionally, we saw an increase in the number of students who speak Punjabi. Staff indicate that more translation services are needed for IEPs that occur after school. Staff also indicate that formal translation services are needed for families of Punjabi students.

Special needs and other focused programs

College and Career Readiness

Early Assessment Program for College English

	Class of 2016	Class of 2017	Class of 2018
Ready for College	53 (17.7%)	72 (21.2%)	93 (27.1%)
Conditionally Ready for College	123 (41%)	133 (39.2%)	150 (43.8%)
Not Ready for College	123 (41%)	134 (39.5%)	99 (28.9%)
Total Tested	299	339	342

The last three years of data show a gradual improvement in the number of students who demonstrate college readiness in English Language Arts. We attribute this to continuous rigor and excellence in our English department. Later in our WASC report, data will show that between 70 and 75% of students who graduate from SHS choose to attend a two or four-year college or university after high school. This data appears to show that most students are, at a minimum, conditionally ready for college English courses.

Early Assessment Program for College Math (Total)

	Class of 2016	Class of 2017	Class of 2018
Ready for College	17 (5.6%)	16 (4.7%)	25 (7.3%)
Conditionally Ready for College	47 (15.5%)	60 (17.7%)	74 (21.6%)
Not Ready for College	235 (77.6%)	263 (77.6%)	243 (71.0%)
Total Tested	303	339	342

Compared to the scores in English, the scores in Math demonstrate much more room for improvement. While at least 70% of our students plan to attend either two or four-year colleges and universities, the class of 2018 data depicts that 7.3% are considered ready and 21.6% are conditionally ready. The data indicates that we are not preparing nearly 40% of students for math at the college level. More focus is needed to prepare students to be successful. However, we have seen some growth and improvement from the class of 2017 to the class of 2018. The fact that the EAP will now be embedded in the CAASPP may provide some incentives for students to perform well.

Graduates Completing A-G Requirement (data only available to 15-16)

Year	Number Graduates	Number Met A-G Requirement	Percent Met A-G Requirement
13-14	357	135	37.8%
14-15	317	117	36.9%
15-16	287	109	38.0%

We have remained consistent in the number of graduates who have met the A-G requirements. 33.4% of the class of 2016 indicate that they are attending a four-year college and 30.5% of students from the class of 2015 indicate the same.

Student Survey (full survey in the appendix)

Students were asked the following question in the fall of 2017:

Do you feel our high school experience is preparing you for college, career and life?

Yes	No	No response
409	371	75
47.8%	43.3%	8.7%

While most students do feel prepared for life after high school, there is a large segment of our population that does not feel ready. Even though Sierra has begun the Get Focused/Stay Focused program, the school needs to do more to change the perception of preparedness. It will be interesting to see if these perceptions change once the entire school has gone through the program. At present, not all juniors and seniors have gone through the program and a small segment has gone through the AVID program.

Career Readiness

There are many courses designed to connect students to careers after high school. The following represents enrollment in courses that expose students directly to various career opportunities.

Year	Agriculture	Business	Industrial Arts	Life Skills	ROP/CTE
14-15	223	444	301	1139	265
15-16	250	512	264	1227	176
16-17	295	482	266	1783	216

Sierra has maintained and continues to support a steady presence of courses which allow students to explore different career opportunities. In addition to the courses listed above, students can also choose to explore careers through the *be.connected* program at Sierra. Offered through the English department, students can choose a pathway that includes broadcast journalism, digital media arts, Adobe Photoshop, graphic design, digital photography, and video editing all while earning regular English credits. Currently, we offer one of each of these courses in the program.

Secondly, students have the opportunity to take classes through the *be.farm2.fork* program. In this pathway, students take classes which include Life Management, Culinary Arts, Farm to Table, Food and Nutrition Science, and CTE Food and Hospitality.

In addition to our local offerings, students may choose from academies through another local high school or three pathways offered at the district office. Students may attend *be.next* at Lathrop High School, which focuses on video game design and digital art. At the district level, students can attend *be.cuisine,* which involves culinary arts and hospitality. Secondly, they can attend *be.industrial* classes, where they study industrial fabrication and design. Finally, students may choose *be.first*; in this pathway, students begin to learn the skills to become a first responder. Despite these varied options, many students choose to stay at SHS. As a result, the number of students who attend these off-campus programs is very small.

The *Get Focused/Stay Focused* program was piloted during the 2015-16 school year with three sections of freshman and one section of sophomores (*Next Step* course). Aligned with CCSS, this program is multi-tiered, consisting of a freshman transition course, *Success 101 (Get Focused)*, and follow-up modules, which are currently embedded in World History courses (*Stay Focused*). We are in the process of planning for year three and working with junior English teachers on the modules. SHS counselors also assist teachers with applicable lessons. The program includes every SHS student creating a digital 10-Year Plan, college and career exploration, interviews, a résumé, a lifestyle budget, social and emotional development, and

understanding the consequences of choices. Our *Get Focused Stay Focused* coordinator, Mrs. Fast, works closely with administration, teachers, counselors, and especially our history and ELA departments, to share information and to ensure that students have access to all the necessary resources. Juniors and seniors can take the *Next Step* course as an elective. During the 2018-19 school year, *Next Step* will become the *Get Focused Stay Focused Internship* course, providing job-shadowing, student presentations, organization, and internship opportunities.

Next year, we anticipate that all freshman, sophomores, and juniors will participate in the program. Finally, in 2020, all four grade levels will fully participate with the addition of the Senior class. Student interviews indicate that some students who have not been exposed to the program do not feel as prepared for the post-secondary life. Until the program is fully implemented, we need to be sensitive to the needs of these students and provide as many resources as possible.

AP enrollment and gender

Year	Male	Female
14-15	127 (43.3%)	172 (58.7%)
15-16	159 (44.4%)	199 (55.6%)
16-17	150 (40.6%)	219 (59.3%)

*numbers here are the number of seats filled

There has been a gradual increase of more females who are enrolling in the multiple AP offerings at Sierra. Male numbers have slightly dipped. Although the male to female ratio in our population is relatively balanced, the data reflects that more female students are taking these challenging academic courses.

AP enrollment and Ethnicity

	14-15	15-16	16-17
Afr. American	16 (5.0%)	21 (5.9%)	13 (3.6%)
Am. Indian	8 (2.5%)	4 (1.1%)	6 (1.7%)
Asian	61 (19.4%)	93 (24.9%)	54 (15.2%)
Filipino	21 (6.7%)	31 (8.3%)	47 (13.0%)
Hispanic	108 (34.4%)	136 (36.4%)	155 (42.8%)
White	100 (31.8%)	88 (23.6%)	87 (24.0%)

*numbers indicate the number of seats

Although not completely in line with our overall population, we do see an increasing number of Hispanic students taking AP courses. Staff has indicated the need to continue to emphasize the availability of AP course to all students, especially the Hispanic subgroup.

Honors Enrollment by Gender

Year	Male	Female
14-15	31 (31.6%)	67 (68.3%)
15-16	33 (35.4%)	60 (64.5%)
16-17	38 (37.2%)	64 (62.7%)

Honors courses are offered in the first two levels of English Language Arts. Incoming freshman English Honors I students are recommended by their 8th grade ELA teachers. Females greatly outnumber males in these courses. The data supports that the male students who enroll at SHS are not perceived to be as academically proficient or prepared for these high-level courses. As we look at teaching pedagogy, both in our school and during articulation meetings with feeder schools, this disparity will have to be addressed.

Honors Enrollment by Ethnicity

	14-15	15-16	16-17
Afr. American	4 (4.0%)	12 (12.9%)	3 (2.9%)
Am. Indian	0 (0%)	1 (1.0%)	0
Asian	14 (14.2%)	16 (24.9%)	21 (20.6%)
Filipino	11 (11.2%)	4 (4.3%)	8 (7.8%)
Pacific Islander	2 (2.0%)	0	1 (0.9%)
Hispanic	32 (32.6%)	31 (33.3%)	36 (35.2%)
White	35 (35.7%)	29 (31.1%)	33 (32.4%)
Total	98	93	102

Compared to our general population numbers, the number of students enrolled in honors courses are disproportionately high among our Asian population. The two major subgroups, Hispanic and White, remain relatively even. We will have to continue to present these classes to a wide variety of students.

Language Proficiency:

School Year	English Learners	Re-designated Fluent English Proficient	Reclassified-Annually	Initially Fluent English Proficient
14-15	59	314	9	87
15-16	74	352	5	77
16-17	98	411	10	56

*Actual number of students presented

The number of students who are classified as English Language Learners has been rising annually. This is coupled with a decrease in students who are tested as initially fluent in English. However, we do see a gradual rise in students who are re-designated. Staff have indicated a rising need to provide support to EL students and their families. We are currently in the third cycle of offering PIQE to parents of Sierra High and feeder school EL students. However, staff indicate a need to provide regular and consistent translation services for special meetings after school (such as IEPs) to meet the needs of these students and parents.

Data on Addressing the Eight State Priorities

LCFF Priority 1-Basics (Teachers, Instructional Materials, Facilities)

All teachers at Sierra High are appropriately assigned pursuant to the California Education Code and are fully credentialed in the content areas and for the pupils they are teaching. Currently, we do not have teachers who are National Board Certified, nor do we have teachers instructing outside of credentialed areas.

Number of Teachers with Advanced Degrees

Year	Doctorate	Master's Degree Plus 30 credits	Master's Degree Only	Bachelor's Degree Plus 30 credits	Bachelor's Degree Only
14-15	1	6	29	35	9
15-16	1	4	25	34	8
16-17	1	7	22	32	10

Most of our staff is highly educated and continue to pursue advanced degrees and credits beyond the bachelor's degree. Roughly half of our staff has a bachelors degree with additional units. During the current year, we expect that these numbers may drop due to several new teachers coming into our school due to growth, transfers, and retirements.

Certificated Staff Experience

Year	Average Years of Service	Average Years in the District	Number of first year staff	Number of second year staff
14-15	16	14	2	3
15-16	17	15	0	1
16-17	18	15	2	1

The data shows that we are becoming a veteran and loyal staff. Many teachers spend a majority of their teaching career in the district. This points to the loyalty that our staff has for our school and district. Also, this data shows that we have not had very many new teachers. The current year is an exception. Due to retirements, growth position, and transfers, we have hired 11 new teachers this year; three teachers are new to the profession and the other eight have taught at other schools. Unlike many previous years, this presents a challenge in terms of passing on school culture and values. There may be some extra workload for lead teachers and administrators in trying to support and acclimate new teachers to our school. Of the three new teachers, we have two certificated staff members who are in an internship program.

Professional Development Programs

Sierra staff members spend a considerable amount of time in professional development. Over the last several years, the district has provided at least two staff development days each year. One of these PD days allows teachers, counselors, and administrators the opportunity to select the type of training they would like to explore (EdCon). These PD sessions are led by MUSD staff, with several outside keynote speakers included. Most of the strands are centered around technology and other programs designed to help teachers and students in the classroom. Additionally, our staff members attend regular trainings designed to further educational practice in content areas. These include PLC, AP, CTE, literacy, specific content-area trainings, and many others. A full list of professional development is available in our SHS Professional Development binder.

Sierra also has regularly scheduled professional development time during our Late Start Wednesdays. Nearly every Wednesday of the school year, our staff engages in development time from 7:15 to 8:15am. This time is used for PLCs, literacy training, WASC preparation activities, and other trainings.

Staffing and Para-professionals

The gender and ethnicity of our staff is addressed earlier in this chapter. As previously stated, our staff is balanced in terms of gender, but does not reflect the ethnic diversity evident in our student population. However, we have seen some increasing diversity in our staff over the last several years.

During the 2016-17 school year, Sierra had 12 para-professionals who meet the requirements of the *Every Student Succeeds Act*.

Standards Aligned Instructional Materials

All students at Sierra have access to standards-aligned materials. Curriculum for each content area is adopted at the district level and is approved by the governing board upon the recommendation of stakeholders. Since the advent of the Common Core, CTE, and the NGSS standards, new curriculum has been adopted in nearly every core content area since the last full WASC visit in 2012.

Every student and teacher in our district has been issued a personal device for use in the educational setting. The movement to a one-to-one teaching framework has resulted in multiple changes. Trainings have focused on using technology in the classroom. Teachers have had to learn classroom management techniques with devices in the classroom. Many classrooms now have curriculum that is online or partially online.

The advent of new technology has not been without problems. Students and teachers have encountered multiple issues with technology and the devices themselves. Some devices have not aged well and encounter multiple problems, such as cracked screens, parts that do not work, and other issues. Two full-time Digital Support Technicians on campus work to help troubleshoot these challenges. The district is currently working on a plan to replace older devices with new ones as students come into high school. Also, juniors are expected to obtain new devices at the beginning of 2018.

School Facilities

Sierra prides itself on the safety and cleanliness of our facilities. Our safety plan is modified yearly with the input of stakeholders at the School Site council. Two years ago, the district contracted with an outside agency who helped Sierra modify and streamline the existing safety plan. Since that time, the plan is adjusted and reviewed yearly. Input on safety from the Site Council has resulted in some changes. For example, a new sidewalk was added to the back entrance of school to ensure student safety from traffic.

Sierra prides itself on keeping a clean campus. Students are periodically rewarded with longer brunches if the campus is exceptionally clean. On the other hand, brunch is taken away if the campus is strewn with litter and left unclean. Our excellent custodial staff, under the leadership of Head Custodial Supervisor Mike James, keeps our campus clean and maintains a good environment for learning.

Because Sierra's campus is nearly 25 years old, we are seeing some aging facilities and challenges. Some of our older buildings are in need of repair, some classrooms need new carpet, while others contain older furniture. However, our principal prioritizes funds in such a way that the greatest needs are met first in terms of facility needs. Our athletic facilities include a football stadium with an all-weather track, two gyms, and a pool. The stadium, pool, and track were all additions to our facility and are therefore much newer. Under the current district master facility plan, major modernizations to our campus are scheduled to begin in the 2019-2020 school year.

LCFF Priority 2-Implementation of Academic Standards

As mentioned before, all curriculum at Sierra High is standards aligned. The school implements the content and academic standards in multiple ways. First, we have chosen standards aligned curriculum. Second, we

are given time to study the curriculum and its implementation through our time in PLC's on various Late-Start Wednesdays. Third, there are regular district-wide meetings of lead teachers in each content area (QISA) who meet to discuss standards and their implementation. Core content areas have a district program coordinator who meets regularly with the content areas to assure fidelity among the various schools. Lead teachers from areas that are not core also meet to assess and align academic standards, common assessments, and curriculum.

At the district level, the district implemented a plan for the unveiling and implementation of Common Core State Standards, which was discussed in our mid-cycle report. At the secondary level, many departments are moving again towards common summative district finals with district support and encouragement.

LCCF Priority 3-Parent Engagement

Sierra employs many formal and informal ways to engage parents in the school. Regarding formal roles at the school, parents serve two-year terms on the Site Council. On this committee, parents (along with other stakeholders) assess the overall school program and provide input into the site plan. Parents are also members of our ELAC committee; this committee regularly meets to provide information to parents of EL students and to give these parents a chance to give feedback on our school program. PIQE is now in its third cycle of implementation. In this program, parents of EL students, from SHS and feeder schools, meet to receive information about their students' education and various opportunities. Students of parents who graduate from this program receive priority consideration at certain state colleges. For the last two years of this process, we have had parents serve on every WASC focus group committee. Parents also regularly attend IEP, SST, 504, and Foster Parent meetings as the need arises.

Parents can receive regular communication and updates about student grades and attendance through our Parent Connect system. Parents can either sign up to receive e-mail updates or sign in to the Q system to check on student assignments and attendance. Every teacher, counselor, and administrator has a school e-mail account accessible to parents and students.

Parents are also invited to take part in many events which help their students plan for both the education they receive at our school as well as post-graduation plans. In January of each year, parents of incoming freshman are invited to an information night. During the freshman year, parents are invited to presentations by students in the *Get Focused/Stay Focused* program. This is then duplicated in the sophomore year for parents. Parents are invited to two Back to School Nights to meet teachers and get a taste of students' schedules. Parents of juniors and seniors are invited to a College Admissions Parent night. These same parents are also invited to a yearly Financial Aid night. While these options are available for parents, the extent to which parents take advantage of these opportunities to become involved varies.

We have two active parent booster clubs at Sierra. First, the Athletic Boosters is comprised of parents of athletes who support all our sports programs. Among other things, the boosters club puts on regular fundraising events to support athletic expenses not covered by the regular budget of the school. We also have an active parent Band Boosters organization who also have regular fundraisers to support our band program. In addition to buying supplies for the band, the program has seen various trips and tours both in and out of the country. Sierra also boasts an active Sober Graduation Committee which is mostly comprised of Senior

parents. This committee oversees fundraising throughout the school year to support a sober graduation night for our seniors on the night of graduation.

LCFF Priority 4-Performance on Standardized Tests

California Assessment of Student Performance and Progress (CAASPP) overall results:

Year	Subject	# enrolled	Number tested	# with scores	Mean scale score	Level 1 not met	Level 2 nearly met	Level 3 Standard met	Level 4 Standard exceeded
14-15	ELA	299	299	299	2594.4	15%	26%	41%	18%
15-16	ELA	340	339	339	2602.1	13%	26%	39%	21%
16-17	ELA	341	341	341	2623	9%	19%	43%	29%
14-15	Math	299	299	299	2536.5	50%	28%	16%	6%
15-16	Math	340	339	339	2549.2	43%	35%	18%	5%
16-17	Math	341	341	341	2563	43%	26%	22%	8%

On both the Math and ELA portions of the test, we have seen a gradual improvement in the last three years. During the 2016-17 school year, only 28% of students did not meet the standard in ELA, while 67% did not meet the standard in Math. With particularly low levels in Math, there is a definite need to provide preparation for students to do well. Even with the low scores in Math, Sierra has the highest scores in the district. Some staff indicate that more incentives are needed for students to perform well on these assessments.

ELA CAASPP results by major ethnic subgroups and SED and EL:

Year / Demographic	Number of Students	Level 1 Not Met Percent	Level 2 Nearly Met Percent	Level 3 Standard Met Percent	Level 4 Standard Exceeded Percent
14-15 Afr. American	17	12%	41%	35%	12%
15-16 Afr. American	21	24%	29%	38%	10%
16-17 Afr. American	14	7%	29%	50%	14%
14-15 Asian	33	9%	21%	42%	27%
15-16 Asian	21	14%	29%	48%	10%
16-17 Asian	41	10%	20%	39%	32%
14-15 Filipino	18	11%	17%	56%	17%
15-16 Filipino	21	14%	29%	48%	10%
16-17 Filipino	24	4%	4%	42%	50%
14-15 Hispanic	137	15%	30%	42%	13%
15-16 Hispanic	166	13%	26%	42%	20%
16-17 Hispanic	170	12%	22%	45%	21%
14-15 White	86	16%	22%	38%	23%
15-16 White	88	15%	26%	38%	22%
16-17 White	80	5%	14%	45%	36%
14-15 SED	138	20%	27%	39%	14%
15-16 SED	174	16%	28%	40%	16%
16-17 SED	162	12%	22%	45%	21%
14-15 EL	10	60%	40%	0%	0%
15-16 EL	17	59%	35%	6%	0%
16-17 EL	17	65%	29%	6%	0%

On the ELA CAASPP, there appear to be no major disparities between our major ethnic subgroups. Our largest Hispanic subgroup performs as well overall as all other major ethnic subgroups. Also, the SED population performs as well as the general population. The major disparity occurs with our small EL population. Nearly all EL students do not perform to standard on this portion of the CAASPP. However, since this test is given in the junior year and these students are identified as EL, high levels of performance on this test are a definite challenge. Nevertheless, support and guidance is still needed for this subgroup to perform well on the ELA portion of the test.

Math CAASPP results by major ethnic subgroups and SED and EL:

Year / Demographic	Number of Students	Level 1 Not Met Percent	Level 2 Nearly Met Percent	Level 3 Standard Met Percent	Level 4 Standard Exceeded Percent
14-15 Afr. American	17	59%	24%	18%	0%
15-16 Afr. American	21	43%	52%	0%	5%
16-17 Afr. American	14	50%	29%	14%	7%
14-15 Asian	33	36%	24%	27%	12%
15-16 Asian	21	38%	33%	19%	10%
16-17 Asian	41	34%	27%	32%	7%
14-15 Filipino	18	33%	50%	6%	11%
15-16 Filipino	21	20%	56%	16%	8%
16-17 Filipino	24	33%	12%	38%	17%
14-15 Hispanic	137	53%	31%	13%	2%
15-16 Hispanic	166	50%	28%	18%	4%
16-17 Hispanic	170	50%	28%	18%	9%
14-15 White	86	51%	22%	17%	9%
15-16 White	88	41%	35%	19%	5%
16-17 White	80	36%	26%	24%	14%
14-15 SED	138	56%	27%	14%	3%
15-16 SED	174	48%	32%	17%	3%
16-17 SED	162	48%	30%	18%	4%
14-15 EL	10	70%	20%	10%	0%
15-16 EL	17	88%	12%	0%	0%
16-17 EL	17	100%	0%	0%	0%

Compared to the ELA portion, there is some disparity among ethnic groups on the performance on the Math CAASPP. The Asian and Filipino students tend to score somewhat higher than other ethnic groups. Also, the Hispanic subgroup appears to have poorer scores than our White students. The most recent test scores in 2016-17 show a nearly 10-point difference in the number of students who did not meet the standard. SED students are slightly higher than other ethnic subgroups in Level 1. For EL students, the last year of testing was the lowest among the three years of testing. In addition to providing extra support to all students in the Math portion of the CAASPP, we need to pay special attention to our Hispanic and EL populations.

ACT Overall Scores

	Class of 2015	Class of 2016	Class of 2017
# Test Takers	53	50	45
English	20.2	21.7	21.2
Math	21.4	21.4	20.8
Reading	21.3	22.9	23.4
Science	20.5	21.8	21.6
Composite	21.0	22.1	21.9

We see very little change from year to year on student scores on the ACT. Sierra students tend to score slightly under the state average and slightly above the national.

ACT Average Score by Ethnicity

	14-15 Number	14-15 Average	15-16 Number	15-16 Average	16-17 Number	16-17 Average
African American	3	18.0	5	21.6	3	22.3
White	16	22.4	13	23.1	5	26.0
Hispanic	23	20.0	16	21.4	27	21.7
Asian	7	22.3	12	22.0	5	22.0
Pacific Islander	1	14.0	0	-	2	20.0
Multiple Race	0	-	2	25.0	2	17.0

The numbers represented in this chart are very small, so it is difficult to note any trends. Last year, the White subgroup had a particularly successful year; however, only five students from this group took the test.

SAT Overall Scores and by Gender and Major Ethnic Subgroups

	SAT Class of 2015				
	# Test	%	Critical Reading Mean	Math Mean	Writing Mean
Female	84	60	495	475	482
Male	56	40	466	482	433
Asian/PI	22	16	472	471	467
Afr. Amer	15	11	441	434	415
Hispanic	29	26	454	485	454
White	41	29	521	496	500
Total	140	36% of entire class	483	478	463

	SAT Class of 2016				
	# Test	%	Critical Reading Mean	Math Mean	Writing Mean
Female	75	51	466	455	451
Male	64	44	489	508	457
Asian/PI	30	22	481	507	473
Afr. Amer	6	4	488	415	458
Hispanic	63	45	466	453	437
White	30	22	503	516	478
Total	139	48% of entire class	477	479	454

	SAT Class of 2017		
	# Test	%	Critical Reading/Writing Mean*	Math Mean
Female	95	51	537	509
Male	60	38	522	530
Asian/PI	27	18	522	517
Afr. Amer	9	6	**	**
Hispanic	76	49	520	511
White	33	20	567	533
Total	155	46% of entire class	536	520

*Critical reading and writing are now combined sections, **Score beneath 200

Overall, the average score of Sierra students who take the SAT has risen over the last three years to close the gap with national and state scores. In regard to the Class of 2017, Sierra's mean reading and writing score was 536, while the state average was 535 and the national average was 538. On the Math portion, Sierra's mean score was 520, the state mean was 530 and the national was 533. These scores are significantly better than preceding years. Like other trends we see in our school, more females than males take the SAT. We continue to see more females taking advantage of the higher academic classes and opportunities. The ethnic breakdown is generally proportional to our population. However, we do see that the Asian/Pacific Islander subgroup participation is disproportionately represented as compared with the overall population.

AP Scores

2014-15 AP TEST DATA						
AP Classes Offered	**Class Enrollment**	**Percent of students taking test**	**Number Tests Taken**	**AP Tests Passed (Score of 3 or higher)**		**Average Score**
Biology	54	85.19%	46	17	37%	2.304
Calculus AB	34	8.82%	3	0	0%	1.000
Calculus BC	9	66.67%	6	1	17%	1.500
Calculus BC: AB SubScore	0		6	2	33%	2.167
Statistics	0		2	1	50%	2.000
Physics 1	0		5	1	20%	1.600
Macroeconomics	54	48.15%	26	3	12%	1.538
English Lang/Comp	31	93.54%	29	12	41%	2.448
English Lit/Comp	28	100%	28	19	68%	2.857
European History	32	93.75%	30	9	30%	1.867
Spanish Language	14	92.86%	13	13	100%	4.385
German Language	0		2	2	100%	5.000
Studio Art: 3D Design	2	100%	2	2	100%	3.500
Psychology	0		1	1	100%	4.000
US Gov't & Politics	30	70.00%	21	5	24%	1.810
US History	54	74.07	40	12	30%	2.100
# Students Taking Test			260	100	38%	-
NOTE: Number of tests taken is greater than the number of students taking test because some students took more than one test and/or took tests that are not offered as classes.						

2015-16 AP TEST DATA						
AP Classes Offered	**Class Enrollment**	**Percent of students taking test**	**Number Tests Taken**	**AP Tests Passed (Score of 3 or higher)**		**Average Score**
Biology	22	95%	21	4	19%	1.952
Calculus AB	34	18%	6	0	0	1.167
Calculus BC	14	86%	12	6	50%	2.333
Calculus BC:AB Sub Score	0		12	6	50%	2.583
Statistics	0		1	0	0	1.000
Chemistry	13	77%	10	3	30%	1.800
English Lang/Comp	34	91%	31	19	61%	2.935
English Lit/Comp	24	92%	22	18	82%	3.273
European History	55	73%	40	13	33%	2.225
Physics 1	24	50%	12	1	8%	1.500
Psychology	0		3	2	67%	2.667
Macroeconomics	23	91%	21	7	33%	2.238
Spanish Language	29	100%	29	29	100%	4.483
Studio Art – Drawing	3	100%	3	3	100%	3.667
US Gov't & Politics	21	76%	16	6	38%	2.438
US History	58	91%	53	12	23%	1.906
Total # Tests Taken/Passed			276	121	44%	
NOTE: Number of tests taken is greater than the number of students taking test because some students took more than one test and/or took tests that are not offered as classes.						

** Class enrollment includes TA's (there is not a way to filter them out at this time)

2016-17 AP TEST DATA						
AP Classes Offered	**Class Enrollment**	**Percent of students taking test**	**Number Tests Taken**	**AP Tests Passed (Score of 3 or higher)**		**Average Score**
				#	%	
Biology	47	98%	46	11	24	2.087
Calculus AB	0	0	3	0	0.00	1.000
Calculus BC	18	78%	14	4	29	2.214
Calculus AB Subscore	0	0	14	7	50	2.571
English Lang/Comp	0	0	29	16	55	2.690
English Lit/Comp	23	69%	16	11	69	2.813
European History	50	80%	40	19	48	2.600
Macroeconomics	25	76%	19	7	37	2.158
Physic 1	0	0	7	5	71	3.143
Spanish Lang & Culture	27	89%	24	24	100	4.458
Statistics	0	0	3	0	0.00	1.000
Studio Art – Drawing	1	100	1	1	100	4.000
United States Govt. Politics	0	0	15	5	33	2.467
US History	63	92%	58	13	22	1.966
World History	0	0	1	1	100	3.000
# Students Taking Test			290	124	42.76	
NOTE: Number of tests taken is greater than the number of students taking test because some students took more than one test and/or took tests that are not offered as classes.						

The overall AP pass rate has held steady over the last three years at around 40%. Except for the Calculus classes, most students who are enrolled in an AP class take the test in May. Pass rates are very high in the Spanish Language and Culture Class. Over the last two years, the percentage of students who pass the AP test with a score of three or higher has risen above 40%. Conversely, most students who take AP classes do not pass with a three or higher. Even with that being the case, there is a gradual increase in the number of students and tests taken. As the data shows, we occasionally have students who take a test without the benefit of a class. As previous data shows, our Hispanic subgroup is taking more AP classes as the general population increases. Staff indicate a challenge in having an AP class in the fall when the students take the AP test in May.

English Learner Proficiency

According to the measurement on the CAASPP (data is under the CAASPP section), only 6% of EL students met the standard for ELA and 0% met the standard for Math in the most recent administration of the test.

CELDT Proficiency Level Summary

Proficiency	14-15	15-16	16-17
Grade 9 Advanced	1 (5%)	0 (0%)	3 (11%)
9 Early Advanced	8 (32%)	6 (21%)	7 (25%)
9 Intermediate	12 (48%)	16 (57%)	11 (39%)
9 Early Intermed.	1 (4%)	3 (11%)	6 (21%)
9 Beginning	3 (12%)	2 (7%)	1 (4%)
Number and percent of Students who met CELDT Criterion	8 (32%)	4 (14%)	10 (36%)
Grade 10 Advanced	2 (7%)	0 (0%)	0 (0%)
10 Early Advanced	12 (43%)	7 (28%)	10 (37%)
10 Intermediate	12 (43%)	10 (40%)	13 (48%)
10 Early Intermed.	2 (7%)	4 (16%)	3 (11%)
10 Beginning	0 (0%)	4 (16%)	1 (4%)
Number and percent of Students who met CELDT Criterion	14 (50%)	7 (28%)	10 (37%)
Grade 11 Advanced	2 (13%)	1 (5%)	1 (6%)
11 Early Advanced	7 (44%)	10 (48%)	9 (56%)
11 Intermediate	2 (13%)	9 (43%)	5 (31%)
11 Early Intermed.	1 (6%)	0 (0%)	0 (0%)
11 Beginning	4 (25%)	1 (5%)	1 (6%)
Number and percent of Students who met CELDT Criterion	9 (56%)	11 (52%)	10 (63%)
Grade 12 Advanced	0 (0%)	2 (14%)	0 (0%)
12 Early Advanced	5 (38%)	7 (50%)	10 (67%)
12 Intermediate	5 (38%)	2 (14%)	5 (33%)
12 Early Intermed.	2 (15%)	2 (14%)	0 (0%)
12 Beginning	1 (8%)	1 (7%)	0 (0%)
Number and percent of Students who met CELDT Criterion	5 (38%)	9 (64%)	9 (60%)

In all the years represented in this chart, we see regular progress of students who meet the CELDT criteria. We attribute this to excellent teaching and a successful ELD program of classes. In almost every year, more students score on the higher end of the CELDT. This spring the CELDT will be replaces with the English Language Proficiency Assessment for California (ELPAC). As mentioned before, these same students are not as successful on other standardized tests.

Other Local Assessments:

Sierra has again began the process of instituting common summative district finals and some benchmarks in December. While some departments have existing common finals, many are again in process due to new curriculum as well as the new data collection system, Illuminate. As of this writing, many district departments will be using Illuminate to administer common finals in December. However, there have been some technical issues with the system, which have been prohibitive.

Many departments at Sierra are now using common formative assessments to guide instruction. These are available at the department level.

Report Card Analyses of Ds and Fs

Overall Ds and Fs for the last three semesters

	16-17 Term 2, Semester 1	16-17 Term 2, Semester 2	17-18 Term 1, Semester 1
Ds and percentage	423 (29.7%)	477 (33.5%)	424 (29.5%)
Fs and percentage	218 (15.3%)	578 (40.5%)	199 (13.8%)
Total Enrollment	1424	1424	1437

At end of last year, (Term 2 Semester 2), Sierra saw abnormally high percentage of students with Fs on their report card. This abrupt pattern change is not replicated in previous years. Otherwise, the percentages of students earning a D or an F are similar. Among other interventions, students in the ninth and tenth grades receive automatic counseling through our peer resource program. Juniors and seniors receive automatic visits to the counselors if they are in danger of failing and/or are failing to earn enough credits to graduate.

Overall Ds and Fs for the last three semesters by Gender

	16-17 Term 2, Semester 1	16-17 Term 2, Semester 2	17-18 Term 1, Semester 1
Male Ds and percentage	265 (18.6%)	284 (19.9%)	262 (18.2%)
Female Ds and percentage	158 (11.0%)	193 (13.6%)	162 (11.3%)
Male Fs and percentage	129 (9.1%)	318 (22.3%)	123 (8.6%)
Female Fs and percentage	89 (6.3%)	260 (18.3%)	76 (5.3%)
Total Enrollment	1424	1424	1437

In each category, there is a major disparity between males and females. Males are much more prone to have Ds and Fs in classes. More must be done to intervene for this group of students at our school.

Overall Ds for the last three semesters by Major Ethnic Subgroup

	16-17 Term 2, Semester 1	16-17 Term 2, Semester 2	17-18 Term 1, Semester 1
African Amer.	24 (5.6%)	46 (9.6%)	28 (6.6%)
Asian	35 (8.3%)	38 (7.9%)	36 (8.5%)
Filipino	13 (3.0%)	11 (2.3%)	6 (1.4%)
Hispanic	241 (57.0%)	239 (50.1%)	241 (56.8%)
White	103 (24.3%)	135 (28.3%)	104 (24.5%)
Total Ds	423	477	424

Except for Term 2, Semester 2 of 2016-17, the Hispanic subgroup is disproportionately high compared to the overall population. This subgroup needs more interventions than others to be academically successful.

Overall Fs for the last three semesters by Major Ethnic Subgroup

	16-17 Term 2, Semester 1	16-17 Term 2, Semester 2	17-18 Term 1, Semester 1
African Amer.	18 (8.2%)	38 (6.5%)	11 (5.5%)
Asian	19 (8.7%)	48 (8.3%)	15 (7.5%)
Filipino	2 (0.9%)	13 (2.2%)	5 (2.5%)
Hispanic	131 (60.0%)	328 (56.6%)	108 (54.2%)
White	41 (18.8%)	136 (23.5%)	59 (29.6%)
Total Fs	218	578	199

Just like the data for Ds, the Fs also show the Hispanic subgroup having a somewhat higher level compared to their overall population. This was particularly evident in Term 2, Semester 1 of 2016-17. While the overall Hispanic population was about 50%, 60% of them were earning Fs.

LCFF Priority 5-Pupil Engagement

Graduation Rate

Student Group	13-14 Graduation Number and Graduation Rate	14-15 Graduation Number and Graduation Rate	15-16 Graduation Number and Graduation Rate
All Students	357 (96.0%)	311 (97.8%)	286 (97.3%)
English Learners	24 (77.4%)	16 (94.1%)	14 (93.3%)
Homeless	*	13 (100%)	20 (90.9%)
SED	211 (95.1%)	169 (97.7%)	172 (97.2%)
Students with disabilities	22 (73.3%)	23 (85.2%)	37 (86.0%)
African American	23 (100%)	19 (100%)	16 (80.0%)
Asian	36 (97.3%)	20 (95.2%)	31 (100%)
Filipino	26 (96.3%)	*	16 (100%)
Hispanic	146 (94.2%)	142 (97.9%)	132 (98.5%)
White	118 (96.7%)	113 (98.3%)	79 (97.5%)

*number not available in CDE data or not significant, 15-16 is the latest data available

Sierra has had a very high graduation rate over the three years of data presented. Among our significant subgroups, the Hispanic, White and SED population either match or exceed the overall graduation rate for the school. English Learners have risen to have a graduation rate of 93.3%, while our African-American population saw a slight decline to 80%. However, the number of students in this group is very small.

Chronic Absenteeism Rate

	2014-2015	2015-2016
Number and percentage of students with unexcused absence or tardy on 3 or more days	**214** **15.73%**	**259** **17.69%**

From one year to the next, Sierra saw a slight increase in the number of students who were truant. The data collection from the CDE changed in the 2016-17 school year. The Chronic Absentee Rate is defined as students who were enrolled for a combined total of 30 days or more and the students were absent for 10% or more of the days they were expected to attend. This new disaggregated data is reflected below for the 16-17 school year.

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	76	2	2.6%
American Indian	10	3	30.0%
Asian	137	4	2.9%
Filipino	82	3	3.7%
Hispanic	756	48	6.3%
Pacific Islander	16	0	0%
White	395	45	11.4%
Two or More Races	39	2	5.1%
Total	1,511	107	7.1%

It appears that the most significant subgroup that impacts our chronic absenteeism rate is White students. 11.4% were chronically absent during this year. The highest percentage was reported by the American-Indian subgroup at 30%. However, this subgroup only had 10 students total. Sierra will have to continue to pay attention and monitor chronic absenteeism with this new definition to determine if the patterns evident in this chart continue.

Dropout Rate

Class	Number of Dropouts	Dropout Rate
13-14	7	1.9%
14-15	2	0.6%
15-16	1	0.3%

The dropout rate for Sierra is extremely low. In the last year of available data, only one student is counted as dropped. This does not appear to be a significant problem for our population.

Tardy Rate

Year	Number of Tardies	% of Total Present Periods for the Year
14-15	4,870	2.1%
15-16	5,168	2.2%
16-17	5,722	2.3%

Sierra has seen a gradual increase in the number of tardies that is not proportional to the increase in population. In the course of two years, there have been a total of 900 more tardies. This may be due to the fact that more students are, in fact, tardy or that the number of teachers strictly enforcing the tardy rules has increased. Tardies also rose due to increased administrative oversight by Vice Principals as a result of the intervention team observations. The percentage of tardies in proportion to present periods also sees a gradual rise.

Average daily rate of Attendance of Students

School Year	14-15	15-16	16-17
Average Yearly Attendance Percentage	96.80%	96.80%	96.41%

The average student attendance rate has held steady with only a slight dip in the 16-17 school year. We attribute this high rate of attendance to, among other things, the block schedule. Because of our 90-minute periods, most stakeholders recognize the importance of attendance for the promotion of student achievement.

Connected with these (attendance, tardies, and dropouts), most students, staff, and parents in our annual block survey agree that regular attendance is important in the block schedule (See block survey in the appendix).

LCFF Priority 6-School Climate

Suspension Rate

Student Group	14-15 Suspension Number and Suspension Rate	15-16 Suspension Number and Suspension Rate	16-17 Suspension Number and Suspension Rate
All Students	175 (11.4%)	165 (11.3%)	147 (9.7%)
English Learners	21 (21.9%)	17 (18.5%)	12 (11.3%)
Homeless	*	4 (14.3%)	9 (21.4%)
SED	115 (14.7%)	115 (14.7%)	83 (10.5%)
Students with disabilities	27 (13.2%)	41 (23.6%)	27 (16.2%)
African American	18 (19.2%)	14 (19.7%)	18 (23.7%)
Asian	11 (9.2%)	7 (5.2%)	9 (6.6%)
Filipino	7 (9.0%)	3 (3.5%)	1 (1.2%)
Hispanic	89 (12.3%)	96 (13.3%)	65 (8.6%)
White	46 (10.0%)	35 (9.0%)	45 (11.4%)

*number not available and/or significant

According to the LCCF rubric standards, the suspension rates at Sierra High are high. Regarding all students, there is a noticeable, gradual decline in the number of suspensions. The 2015-16 school year saw 23.6% of students with disabilities receiving a suspension; this same population decreased in its suspension rate to 16.2% during the 2016-17 school year. Both rates are much higher than the overall suspension rates in their respective years. There is also a slight increase in the number of African-American students earning a suspension. Although small, the homeless population also exceeds the overall suspension rate by over 10%. It is evident that more interventions are needed with these subgroups to help with the behavioral problems that elicit suspensions.

California Healthy Kids Survey Analysis (2015-16 survey in appendix)

The survey given during the 2015-16 school year indicates several climate trends at Sierra High School. 52% of freshman and 46% of juniors indicate a high level of school connectedness. 44% of freshman and 30% of juniors indicate that they are very academically motivated. 31% of freshman and 23% of juniors indicate that they experience caring adult relationships at Sierra. 45% of freshman and 33% of juniors indicate that the academic expectations are high. While these numbers indicate that students perceive that Sierra has high expectations and excels in academics, the connectedness numbers indicate that more adults on campus need to broaden connections to students.

Nearly 70% of both freshman and juniors indicate that Sierra is a safe campus. However, 34% of freshman and 20% of Juniors report that they have experienced harassment or bullying. Also of note is that over the past 12 months (at the time of survey), 28% of freshman and 30% of juniors have experienced chronic sadness or hopelessness. Another troubling statistic from this survey is that 15% of freshman and 12% of juniors had considered suicide within the previous 12 months.

The staff at Sierra became keenly aware of suicide with the implementation of the Yellow Ribbon program at our school five years ago. Combined with education and awareness, students at Sierra have the option to turn to leaders in this program who can direct those students contemplating suicide to the right resources. Teachers also can refer students to our crisis counselor who can provide interventions for students experiencing emotional issues.

Other things that are indicated by the survey are that 64% of freshman and 59% of juniors believe that the school is clean. Of all the indicators mentioned, there appears to be no difference between the different ethnic subgroups when it comes to school support and connectedness.

Expulsion Rate

School Year	14-15	15-16	16-17
Number of Expulsions	6	5	3

The number of expulsions that occur at SHS are very low and have decreased over the three-year period. We attribute these low numbers to the number of interventions we have as well as helping students find alternative educational options when appropriate.

Discipline Referrals

Number of Behavior Referrals

School Year	14-15	15-16	16-17
Number of Referrals	3,590*	2,004	2,660

*14-15 data was calculated as once per incident, once for penalty, and once for penalty served. Subsequent years are now calculated as once per incident

With the new calculations, there was a large increase of behavior referrals from 2015-16 to 2016-17; over 600 more referrals were written. Some of this can be accounted for in the increase in the number of referrals for excessive tardies.

Number of Discipline Contract by type

	14-15	15-16	16-17
Behavior	0	1	0
Fighting	16	4	17
Gang	0	0	0
Tardy	130	117	242
SARB*	9	12	19
DRB**	4	7	8

*SARB-Student Attendance Review Board-students referred for excessive attendance issues
**DRB-Disciplinary Review Board-students referred for expulsion due to behavior issues

As other data shows, we see a sharp increase in the number of students having tardy issues. The primary reason for this increase is due to an emphasis from administration on tracking tardies and holding teachers individually accountable in following the tardy policy and process. In 2016-17, the number of students receiving a contract due to excessive tardies more than doubled from the previous year. Also, the number of students referred for excessive attendance issues appears to be rising. Finally, the number of students receiving a contract for fighting in 2016-17 rose again to exceed the levels seen in 14-15.

Student participation in co- and extra-curricular activities-Number and Percentage of population

Year	Fall Sports	Winter Sports	Spring Sports	Clubs
14-15	252 (18.8%)	156 (11.6%)	357 (26.5%)	551 (41.0%)
15-16	294 (21.6%)	118 (8.6%)	310 (22.8%)	552 (40.6%)
16-17	207 (14.5%)	201 (14.1%)	305 (21.4%)	640 (45.0%)

It is important to note that there have been some shifts in the types of sports played in each season. Boys' soccer moved from the fall to winter beginning in 2016-17. Girls' soccer moved from the spring to the winter in the same year. We see the most athletic participation in the spring. This shift accounts for some of the rise in participation in winter sports during the 2016-17 school year. Sports in this season include baseball, softball, boys' golf and tennis, girls' soccer, track and swimming. Once we become accustomed to the change in the timing of sports offerings, it will be interesting to see if any trends emerge.

The participation in clubs has seen a rise in the data. Sierra has several active clubs which provide a place for students to explore common interests or gain an appreciation of different cultures. Some of our more active clubs include HYLC (Hispanic Youth Leadership Club), LINK Crew, FCCLA, FFA, and CLA (Community Leaders of America). HYLC attends and participates in various cultural events and fundraisers. Students from this club regularly visit local colleges and universities. New this year, CLA connects our students to various community service opportunities in the area.

Other local measures:

In terms of broader safety, the city of Manteca is average in terms of violent and property crimes when compared to the state of California. 2.82 out of 1,000 residents of Manteca are likely to experience a violent crime in a year versus the state average of 4.26 out of 1,000. Most of crimes represented here are robbery or assault. However, Manteca residents are more likely to experience a property crime than the state average; 33.6 out of 1,000 residents are likely to experience a property crime in each year whereas the state average is 26.18 out of 1,000. Most of the crimes in this category are property theft or motor vehicle theft. (Source: https://www.neighborhoodscout.com/ca/manteca/crime)

As mentioned prior, the *California Healthy Kids Survey* indicates that a majority of freshman and juniors believe that Sierra is a safe campus. Staff echo this sentiment on our Block Survey (see appendix). Nearly 100% of staff surveyed agreed or strongly agreed that Sierra is a safe place.

LCCF Priority 7-Access to a Broad Course of Study

College and career readiness is discussed at length in student demographic data earlier in this chapter so please refer to that narrative.

Number of students meeting UC A-G requirements is also analyzed in the student demographic section of this chapter. The most recent figures indicate that 38% of our students meet the UC A-G requirements upon graduation.

Number of students enrolled in UC approved courses in all courses

Year	Number enrolled in UC A-G courses	Total enrollment	Percentage of A-G courses of total
14-15	7,075	12,138	58.2%
15-16	7,344	12,687	57.8%
16-17	7,713	13,280	58.0%

The number represented in this chart are the total enrollment numbers for an entire year, which included two terms of classes with four classes each term. The number of students, on average, who are enrolled in an A-G course remains steady at 58%. However, the number of students who graduate meeting the A-G requirements is 38%. The data reveals that many of our students take A-G courses without completing all the A-G requirements. This data appears to match our graduates' plans as well as reflecting the many CTE pathways now available to students.

LCCF Priority 8-Other Pupil Outcomes

Sierra receives a yearly grant from the Raymus Foundation called the "Building Dreams Grant"; this year the grant was for $4,800. This fund is used to fund prizes, certificates, medals, and other expenses associated with our Lobo Gold Academic Honor Rally. The Lobo Gold rally is held twice a year to the rally honors the academic achievements of our students.

We also receive a Specialized Secondary Program Grant for $16,700, which helps fund curriculum, professional development, field trips, supplies, and other needs for our *Life by Design* program.

E. Schoolwide Learner Outcomes

The four Schoolwide Learner Outcomes (SLO) are that students will be able to communicate effectively, be responsible citizens, develop positive relationships, and develop problem solving skills.

The SLOs have become embedded in our Site Plan and are part of the goals in each area. Teachers are encouraged to explicitly say and use the SLOs as a backdrop for teaching. Although not all teachers explicitly address the SLOs, it is particularly evident in our classrooms that the SLOs are being addressed through a variety of means. Teachers encourage effective communication through many different writing, speaking, listening, and cooperative group activities. Students are taught to be responsible citizens by being held accountable for both school and classroom regulations. Students are encouraged to develop positive relationships in the classroom with projects, discussions, and various activities. Outside of the classroom, students are encouraged to develop positive relationships through sports participation, club membership, and lunchtime activities. Students are encouraged to develop problem solving skills through multiple projects and activities that take place at our school. Whether it be a complicated math problem, a reading comprehension activity, science labs and activities, or a complex building project, students are encouraged to develop this skill on a daily basis.

Implications of Data Analysis and critical student learning needs:

After analysis of schoolwide data, a few areas of concern became evident:

1. There is a definite gap between males and females at Sierra in terms of academic achievement, even though the populations are almost identical. More female students take advantage of and are successful in AP and honors courses. This trend is evident during the freshman year as students enter the first English Honors I course. It appears this trend begins well before attending high school.

2. Although CAASPP results have improved over the last three years, scores are still lower than we would like, particularly in math. The EAP and CAASPP results in math indicate that more support is needed for students and teachers for them to be successful. It should be noted that stakeholders believe there is some lack of incentive for students to do well on these standardized tests.

3. Although not as wide as in previous self-studies, there is still a gap between our Hispanic subgroup and the wider population in terms of achievement in some areas. Our Hispanic subgroup tends to have a higher percentage of Ds and Fs and does not participate as fully as other subgroups in our AP and honors courses.

CHAPTER III

SELF-STUDY FINDINGS

Chapter III: Self-Study Findings

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

A1. Vision and Purpose Criterion

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

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

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

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

Findings	Supporting Evidence
The Sierra vision statement is: The Vision of SHS is to empower students to acquire positive academic, social, and emotional skills in order to allow them to become productive citizens and long-life learners. The mission statement, which is built around the SLOs, promotes excellence by offering challenging curricular programs that reflect all academic standards, enabling students to communicate effectively, become responsible citizens and academic achievers, demonstrate positive relationships, and develop problem-solving skills. The vision and mission of the school are communicated in many ways, including the Wolf Den News daily broadcasts, the school website, laminated posters in each classroom and at faculty meetings. Both the vision and mission statements were developed collaboratively with input from the faculty and are aligned with the MUSD mission and vision statements. In the spring of 2017, the SHS vision and mission statements were reviewed at a monthly Secondary Principals' meeting and taken to the school board through Education Services.	MUSD mission statement SHS mission statement SHS vision statement Schoolwide Learning Outcomes Wolf Den News daily broadcasts

Diversity on the Sierra High campus is celebrated through clubs and all students are encouraged and empowered to succeed. The focus on high standards is evident in a rigorous curriculum with many electives and focused classroom instruction. Most teachers correlate the day's lessons and activities to the SLOs and applicable state content standards. These outcomes are also discussed on a daily basis on a more informal level through discourse, questioning, and everyday lessons provided by teachers.	Student Clubs Classroom observations
The LCAP seeks input from all key stakeholders and is aligned with the school's mission and vision, WASC Action Plan, and our Single Plan for Student Achievement. The schools mission and vision are discussed with key groups, such as the School Site Council, academic departments on campus, ELAC committee, parent booster groups, CTE programs, SPIRIT committee, Intervention Committee, and others. Expenditures through the LCAP help execute the schools vision and mission.	LCAP stakeholder input and alignment with mission/vision
Instruction is based upon Common Core state and national standards for learning. As a school, we continue to implement new strategies with regards to CCSS, the 8 mathematical practices, NGSS standards, and more. These standards are addressed through instruction, assessment, and planning on a daily, weekly, monthly, and annual basis in various forms.	Common Core State Standards NGSS Standards 8 Mathematical Standard
Teachers and administrators are evaluated based on the CA Standards for the Teaching Profession and the CA Standards for Certificated Administrators. These standards align with the district and school mission and vision statements.	CA Standards for the Teaching Profession
Through a variety of means, teachers and administrators investigate, research, and implement the most current best practices as driven by data. These best practices and data are obtained through professional development such as PLC conferences, STEAM conferences, technology training, cross-curricular literacy training, specific content area conferences, book studies (administratively, by content area and/or through	CA Standards for Certificated Administrators Professional Development Binder Conferences

professional development), district-wide Quality Instruction for Student Achievement (QISA) meetings (alignment of standards to instruction and assessment), and networking throughout the greater community. In many cases, our teachers are on the cutting edge of new and global thinking as they present at various conferences. Networking and collaboration takes place both in person and virtually through social media and the internet. All of these avenues of discovery are also brought to the table through one-hour, weekly PLC meetings to discuss best practices and achievement for all students on campus.	Book Studies QISA Meeting Minutes PLC Meetings

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and Schoolwide Learner Outcomes.

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

Findings	Supporting Evidence
There is a guiding effort to ensure the involvement of all stakeholders in the development and achievement of the school mission, vision and SLOs. The Sierra vision, mission, and philosophy statements were created by a diverse group of stakeholders and they align to the Manteca Unified School District's (MUSD) philosophy. The School Site Council (SSC) meets monthly and addresses issues at the school and makes decisions regarding things such as additional funding of new programs and technology adoptions. The SSC is made up of teachers, parents, administrators, and students.	SSC sign in sheet. MUSD and SHS Vision, Mission, and Philosophy statements.
Another example is the WASC focus group meetings which were created last school year with stakeholder representation in mind. The focus groups have evaluated the mission and vision statements for the school during staff meetings and have assessed the state of the school to determine if we are meeting our goals. However, staff noted the mission and vision should be incorporated more into the classroom in an explicit way because, when asked, very few students know what these goal statements are.	WASC Focus Group agendas and sign in sheets
The School Problem Identification Resolving It Together (SPIRIT) Committee meets six times each year with the principal, Mr. Clark. In this meeting the school's mission and vision guide the discussion and allow students to express concerns directly to the principal regarding educational opportunities, programs, access, safety, and goals. Many of our school improvements regarding facilities, curriculum, technology, and course offerings are a direct result of student-led dialogue during these meetings.	SPIRIT Committee
Student voice is increasing within MUSD and specifically, Sierra HS. Commencing with the 2016-17 school year, a	Student Board Representative

student has been selected to represent the high schools alongside the school board and to provide input into decision making with school board members. Sierra HS has had a handful of students act as student board representatives. However, during the current year the role has been expanded. The current representative attended the California School Board Association's annual conference in November 2017 with the Superintendent, School Board members and Student Board members from the other District high schools. The group of student board members also met to increase communication between the schools and to develop programs for the district. In addition to the student school board membership, Sierra HS submits a monthly board report to the school board that identifies successes, recognitions, and needs that are driven by the mission and vision statements.	School Board Report
Site administration is required to attend board meetings throughout the school year. This allows direct communication from site administration to the board to promote the mission and vision and to guide the board in support of policies that promote our mission and vision. In addition, board members regularly visit Sierra HS to conduct walk-throughs, and discuss policy, needs assessment and other items on an individual site by site basis. This has increased with the election of several individuals over the last few years providing a positive opportunity for direct dialogue with policy makers in our district.	Relationship with School Board
Sierra HS was instrumental in developing the region model for the district. Five years ago, site administration began conducting regularly scheduled meetings with the four elementary feeder schools in our area. These dialogues have been invaluable, as not only mission and vision of the region have been discussed, but programs, opportunities, articulation, and region goals are discussed and carried out by the school sites. This also provides an opportunity to analyze individual students' needs on a case by case basis, which lends itself directly to the mission and vision of MUSD and SHS as we strive to service all students. MUSD has since adopted our model for the entire district, establishing seven regions. Our relationship with our region schools has never been stronger, allowing both our students and our community to see a unified front with regards to the education of our students.	Region 4 Meetings Agendas/Minutes

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the Schoolwide Learner Outcomes, and the district LCAP.

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

Findings	Supporting Evidence
At Sierra High School, all stakeholders are provided with various access and information regarding the mission, vision and Schoolwide Learner Outcomes. These statements and outcomes are published on our school website and in our student and parent handbook, which is also available in Spanish. The concepts of the SLOs are addressed daily in classrooms, although recent student interviews suggest that some students are not explicitly directed to the SLOs. The vision and mission statement posters are also displayed in every classroom, the school library commons, and in the administration office. Bi-annually, district, region, and school board personnel are invited and attend our Lobo Gold Academic Honor Rally and many other school events. Administration sends out e-mails to encourage all shareholders to give feedback regarding these events. Parents are also invited to special events, such as Back to School Night, Get Focused Stay Focused events, 9th and 10th Grade Parent Nights, Financial Aid, and College and Career nights. Parents and students also have access to student performance and attendance by logging into the Parent or Student Connect feature of our student information system, the Aequitas (Q) program. Many parents check achievement and attendance, then email teachers for information about student progress.	Finals information from Illuminate. Data Director as well as benchmark evidence. Parent Connect to Q grade book.
As noted above, students and parents are committed to high achievement, embodied in the vision of the school, but informal surveys showed they are not, in general, aware of the vision and mission statements.	Campus surveys for block schedule and other data gathering exercises to refine services.

A2.   Governance Criterion

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

Indicators with Prompts

Governing Board and District Administration

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

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

Findings	Supporting Evidence
The duties of our governing board are outlined in the California Education Code and each elected board member acts in accordance with the enumerated duties. Board Policies are clear and accessible to all stakeholders through the district website and a published brochure. These policies address and clarify the roles and procedures of all site personnel and district personnel with regards to how the district and sites operate on a daily basis. Site personnel and community members have direct input on the modification and implementation of these policies as needed through both district administrative meetings and regularly scheduled board meetings. The district has improved communication between sites and departments by creating an evaluation process by which both site staff and district staff can rate the effectiveness of communication, response, and support between sites and district personnel. The decision-making process allows site personnel to push our mission and vision to the community while providing an avenue for continued dialogue between stakeholders to modify it as needed.	Board Agendas and Policies Departmental Meetings between site and district
Over the last six years, as money has become available, the district has created the Department of Professional Learning. Within this department there are content area coordinators who facilitate various curriculum and assessment groups aligned by standard. These groups meet monthly by content area and are	District and Site department evaluation scores

teacher-led through the QISA program. In addition, the district coordinators meet monthly with site administration to review progress through QISA and work on common goals. The mission and vision of Sierra HS is clear through these meetings and is the driving force behind our representation and decision-making.	Department of Professional Learning,
Student progress and achievement is monitored by many different stakeholders on campus under the guide of district and site policies. Many of the day-to-day communication with students are logged into the student information system (Q) under visits. These logs include both positive and intervention interactions between counselors, administrators, peer resource, crisis counselors, and other stakeholders on campus. Sierra High's practices and procedures align with board policies in supporting that all students can learn and achieve, which reinforces the mission and vision of our school.	Content Area Coordinators

QISA Representation |
| Parents and community members have a vital role in the implementation of the mission and vision statements. In addition to this, they also play a role in the modification of said statements. Some of this is done formally through various stakeholder meetings, such as School Site Council, ELAC, and Booster meetings (athletic and band). Much of this is also done informally through many individual conversations via email, phone, or in person directly with the community and site administration, teachers, and counselors. Communication is a strength at Sierra HS with key stakeholders communicating regularly on best practices, adjustments needed, and/or policy implementation. | Monitoring student progress through Q |
| At the district level, the Department of Community Outreach and Innovative Programs (COIP) promotes our mission and vision through recognitions at the district and community level. On a bi-weekly basis, *The Mark* is published for all to see. *The Mark* includes highlights of site student achievement and programs. Through this, the Sierra HS mission and vision are also disseminated to the community. | Parent/community involvement

Community Outreach and Innovative Programs |
| Complaint procedures are communicated to all stakeholders, including students, staff and parents. Complaint and Williams Act procedures and forms are available in the school administration office and on the district website. Both the district and the site encourage a "chain of command" model in which most complaints are resolved at the level in which they occur. Direct communication between the student/teacher, or | Complaint Procedures |

parent/teacher, is encouraged as the initial step in the process. Inevitably, some complaints may not be resolved at the first level, in which case site administration will intervene to discuss the complaint with the student and/or parent. At this level, almost all complaints are resolved. In the rare occurrence that they are not resolved with administration, students, parents and staff members also have the uniform complaint procedure available to them through MUSD. These procedures include the ability to file a complaint against either procedure/policy or personnel. The number of uniform complaints filed against Sierra HS on an annual basis is less than one per year on average.	
The LCAP and its effectiveness is reviewed annually with key stakeholders on campus. This includes student groups, staff, parents and specific groups (such as ELAC, SPIRIT Committee, ASB Leadership, and Site Council). All stakeholders provide input regarding the LCAP and its alignment with our mission and vision. This input is discussed, reported and presented to the district through the office of Secondary Education (and others).	LCAP input (agendas, meetings, LCAP document)

Understanding the Role of the Governing Board

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

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

Findings	Supporting Evidence
There is clear understanding regarding the relationship between the governing board and the professional staff. Agreements are in place between the district and professional staff with regards to job descriptions, working conditions and expectations. Sierra HS maintains a staff Microsoft OneNote folder where site documents can be accessed, such as the faculty handbook, evaluation handbook, site policies and procedures as well as a variety of other "all staff" information.	MUSD Board Policies Employment Contracts Sierra HS Staff OneNote
Regarding students, the Single Plan for Student Achievement outlines the supports, goals and mechanisms in place to allow all students access to a rigorous curriculum and safe environment on campus.	Single Plan for Student Achievement
With regards to district level governance and leadership, MUSD has a published *Governance and Leadership Handbook* which is disseminated to all site administrators. In it, policies, procedures and communicative outlines are presented to support and facilitate site and district operations. The governing board ensures that the school follows state mandates and regulations.	MUSD Governance and Leadership Handbook
Every year, all staff are trained and provided legal background on laws pertaining to sexual harassment and mandated reporting of child abuse. These trainings, and others, are conducted on an individual basis through Keenan Safe Schools.	Keenan Safe Schools Trainings
Sustainability is of concern to site and district personnel. The community of Manteca continues to grow given the current economy. Enrollment projections are at the forefront of both the governing board and site administration. District budget	Enrollment numbers and projections MUSD Budget/Block Grant

considerations also come into play with regards to services offered on daily basis. Sustaining the current level of support is of concern if our school continues to grow. Facilities will be a challenge, classroom student to teacher ratios, support staff, stress on administrative services and the level of support programs offered will all need to be revaluated. Although processes and policies are clear, the day-to-day sustainability will be of concern if enrollment spikes dramatically, which is expected over the next 5-10 years.

Governing Board and Stakeholder Involvement

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

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

Findings	Supporting Evidence
Sierra HS employs a wide variety of methods to inform parents and community members of governance input opportunities. The same avenues are used to solicit engagement from students, parents and community members. MUSD Board Agendas are posted on the front doors of the school each month. Information regarding time, location and agenda/discussion items are included.	MUSD Board Agendas
School Site Council meets monthly to discuss governance, LCAP spending, and other information happening at SHS. These meetings are open to anyone and are publicized via posting notices and email communication.	School Site Council
NTI automated messages are used to communicate with parents. These calls typically are sent in English and Spanish and can be sent to select groups as needed. Calls are sent to all phone numbers listed on a student's contact list. A report is given after each call to inform site personnel of the quantity of successful calls, calls that go to voicemail and/or calls that are not received.	NTI Automated Phone Messages
During the last 4-5 years, email communication has increased with specific groups via distribution lists. Blackboard allows site personnel to communicate electronically with all parents. CIF Home Campus allows the athletic director to email/communicate with all parents of athletes. District servers allow site personnel to communicate with all students via email/the use of distribution lists.	Mass Email Communication through Blackboard, CIF Home Campus, MUSD Servers
Samantha Hein, library media technician, oversees the school website and the school marquee. She updates both forms of communication daily. As of this year, Hans Schmitz, our Broadcast Journalism teacher, has created a website to showcase our morning announcements in one central location.	School website and marquee Wolf Den News website

During the last three years, the use of social media platforms has witnessed a dramatic increase. The office manager oversees the posts to the Sierra HS Facebook page, which currently boasts almost 1,400 likes. On Twitter, academics, athletics and activities are split between three separate pages. Combined, these pages reach over 1,900 followers daily. Twitter posts are collectively being viewed organically on average of about 300,000 times per month between various accounts. There are also other accounts created for individual clubs and programs that reach a lessor audience.	School Social Media Platforms
Extracurricular groups meet regularly. Specifically, both athletic and band boosters meet monthly to discuss issues, fundraising and budgets for these groups.	Booster club agendas and minutes

Board's Evaluation/Monitoring Procedures

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

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

Findings	Supporting Evidence
Sierra High administration meets with the Superintendent, Director of Secondary Education and the Director of Compensatory Education at various times during the school year to discuss goals, academic and intervention data, and LCAP priorities. Our Region 4 school principals also meet with the Superintendent, Director of Secondary Education, and school board members to review goals, facilities, programs, and LCAP expenditures/needs. The Superintendent and Director of Secondary Education report their findings to the entire school board and public during open session at a designated board meeting. At SHS, all stakeholders, including students, parents, staff, Site Council and ELAC, have input into the LCAP Needs Assessment which address the eight state priorities. The District LCAP Coordinator also arranges for annual LCAP training and evaluation, monitoring school procedures and assessing data, which she compiles into one district report. The report is presented to the governing board for approval by governing the board and School Site Council.	District Review and Report by District Office Coordinator. Review is posted on the District and School Website. School Site Council Approval School Board Approval School Accountability Report Card

Complaint and Conflict Resolution Procedures

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

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

Findings	Supporting Evidence
Complaint procedures are clear to all stakeholders, including students, staff and parents. Both the district and the site encourage a "chain of command" model in which most complaints are resolved at the level in which the occur. We encourage communication between student/teacher, or parent/teacher directly. Inevitably, some complaints may not be resolved through these methods in which case site administration will intervene to discuss the complaint with the student and/or parent. At this level, almost all complaints are resolved. In the rare occurrence that they are not resolved at this level, students, parents and staff members also have the uniform complaint procedure available to them through MUSD. These procedures include the ability to file a complaint against either procedure/policy or personnel. The number of uniform complaints filed against Sierra HS on an annual basis is substantially less than one per year, average.	Site and District Complaint Procedures
These procedures are also outlined in various documents available both online (school and district websites) and in person (hard copies in the office). Complaint procedures are included in documents such as the Student/Parent Handbook, the Student First Day Packet, the Athletic Handbook and Board Policies. These documents and policies are compliant with both state and federal law. Most of these documents are also available in both English and Spanish.	Student/Parent Handbook Student First Day Packet Athletic Handbook Board Policies
Peer Resource also employs a student conflict resolution program in which students are trained to resolve conflicts via peer-to-peer interaction.	Peer Resource Conflict Resolution data and procedures

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

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

Indicators with Prompts

Broad-Based and Collaborative

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

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

Findings	Supporting Evidence
Sierra HS is in a continuous cycle of data review and improvement. Data is looked at constantly from administration, teachers and stakeholders. Data reviewed included academic data (testing, scores, department assessments), behavior data, college acceptance and career readiness data, safety data and a variety of other indicators that make up the day to day operations of the school. In one case, we have gone as far as collecting data through a science class to determine the messiest areas of campus to provide input to the clean campus committee. All data informs and drives decision making at the administrative level.	Data binder, meeting agendas, LCAP
Specifically, regarding the WASC cycle of continuous improvement, the process has allowed all stakeholders and groups representation within the decision-making model to analyze and study the school program. Time is dedicated within the Late Start Wednesday schedule to meet with focus groups, review data and have meaningful discourse with regards to our collective areas of strength and areas of improvement schoolwide.	WASC agendas, meeting dates PLC Agendas
School Site Council, in partnership with administration, have created the Single Plan for Student Achievement. This document also drives decision-making with regards to programs, policies and budget allocations through LCAP.	School Site Council, Single Plan for Student Achievement

The site administrative team is comprised of all administrators (Principal, Assistant Principal, Vice Principals), Activities Director, Head Custodial Supervisor and Office Manager. This team meets weekly to discuss school operations, curriculum and instruction, activities, productivity, safety, athletics and any other topic that may merit discussion to ensure that all students have access and opportunity to all programs.	Site administrative team minutes

Single School Plan for Student Achievement Correlated to Student Learning

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

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

Findings	Supporting Evidence
The WASC coordinator and school administration planned and implemented faculty meetings in which student data was analyzed critically to determine the needs of the students at Sierra High. The faculty then used their analysis to make sure that the SPSA and LCAP input document were modified, as necessary, to address these needs. The site council, comprised of our representative stakeholders, analyzes student achievement data at monthly meetings. In turn, the analysis of this data is incorporated into the SPSA and in the LCAP input documents. The district provides a template for input and requires that all stakeholders have formal LCAP input meetings. These input meetings are held with all staff, the Site Council, students and ELAC. The input is compiled and sent to the district for inclusion in the district LCAP document.	Agenda of Faculty Meeting(s), SPSA and LCAP documents.

Staff Actions/Accountability to Support Learning

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

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

Findings	Supporting Evidence
Sierra HS continues to employ a variety of strategies to create a shared vision amongst staff. This begins first and foremost with the administrative leadership team comprised of administration, the athletic and activities director, the head custodial supervisor and the office manager. Issues and concerns are brought to this group from a variety of other sources.	Site Administrative Team minutes
Department Chairs meet every six weeks to discuss and collaborate on schoolwide issues. Department chairs are given autonomy to create and assign sections within their departments, order materials, make budgetary decisions and act as the instructional leader within their respective departments. Any departmental concerns are brought to the administrative team to discuss solutions.	Department Meeting minutes
Several schoolwide teacher trainers exist on campus. We currently have an Illuminate team comprised of four teachers. A Literacy team includes approximately 12 teachers. Our ELA and Math vertical articulation teams are teacher led and meet 5-7 times per year. Counselors meet at least monthly. Clerical meetings are held quarterly with administration. Campus Monitor meetings to discuss school safety and procedures are held quarterly. The Intervention Team meets several times a year. Within all of these meetings and teams, respective stakeholders have a voice and discuss current campus issues, mission, vision and the support of all students.	Teacher trainers, content area groups, stakeholder meeting minutes and agendas
In our PLCs, groups discuss student behavior and achievement, self-reflect, discuss curriculum goals/outcomes, student progress, and the commonality of pacing and student assessments. We are moving towards data driven conversations within PLC's. Each department has a shared PLC OneNote folder in which they can upload documents, minutes and other materials.	PLC agendas and minutes Staff OneNote Folder

Mrs. Sanders and the Peer Resource program continually seek input from teachers with regards to the effectiveness of the program, interventions and approaches. This feedback is used to guide students and the program as they work with at risk students. As well, our principal meets regularly with a cross-section of students that represent the whole of Sierra's diversity to assess the student body pulse.	Peer Resource data

SPIRIT Group |
| Schoolwide faculty meetings provide access to information and feedback from staff members. | Faculty meetings agendas/minutes. |

Internal Communication and Planning

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

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

Findings	Supporting Evidence
Internal communication is an integral part to ensuring that day-to-day operations of the school happen in a professional manner.	Staff OneNote
The staff OneNote is a virtual notebook where handbooks, schedules, calendars, supervision, PLC notes, collaboration tools, Illuminate help and support, counseling documents, policies and procedures, staff lists and a variety of other information can be found. All staff have access to the OneNote and use it frequently as a reference.	
The office manager is responsible for sending a weekly faculty bulletin to all staff. The athletic director emails a weekly snapshot of all upcoming sporting events on campus. The band director emails a weekly bulletin to all parents and specific staff members. Email is used as a tool to disseminate information to the staff. It is also used at times to communicate with all students on campus by the administrative team.	Faculty Bulletin Week in Advance Electronic Communication
More and more staff are using Outlook as an organization tool to calendar, check staff availability and to schedule meetings. Administration shares their calendars with the office staff as needed to help with communication and transparency. All IEP's are scheduled using Outlook as well.	Outlook
Broadcast Journalism records daily video announcements as part of their class. These announcements are available through our school YouTube channel and are broadcasted through student devices during second period after the flag salute. The announcements are also posted to school social media sites daily.	Broadcast Journalism/Morning Announcements
As an internal policy for the administrative team, differences between staff (although very rare) are addressed in person rather than through electronic means. Our staff also believes in modeling the Schoolwide Learner Outcomes as adults. Generally, each administrator has specific responsibilities with	Schoolwide learning outcomes

regards to actions on campus. For example, the vice principals address student discipline and attendance and have responsibilities over the attendance office, campus monitors and health clerk. The assistant principal oversees the counseling hallway, parent/teacher issues, special education, testing, master schedule and other responsibilities as he closely works with the principal. The principal oversees the front office, budget, facilities, master schedule, curriculum, department chairs, and a variety of other duties. The administrative team works collaboratively to resolve any differences that may arise within the staff, either certificated or classified.	Job descriptions

A4.   Staff: Qualified and Professional Development Criterion

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

Indicators with Prompts

Qualifications and Preparation of Staff

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

A4.1. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
District and site protocols are in place to ensure that all staff are highly qualified. Procedures to guarantee that qualified staff are hired begins once a position becomes available. Initially, school administrators will complete an online "pickle" form, which begins the process with Personnel, Business Services and Secondary Education to create and post the job opening on EDJOIN or the district website. Clear and concise requirements are posted with these notices. Once the job posting deadline has passed, Personnel and site administration begin the paper screening process. Applicants are selected for an interview based on their qualifications, credentials, and best fit for the position. Once an applicant is selected, site administration conducts reference checks. All new teachers to the education profession are assigned a teacher support provider and become part of our Teacher Induction program. New staff are trained on district protocols such as Outlook and Illuminate. All district and state requirements are followed with regards to qualifications, certifications and clearances to be around students.	EDJOIN Job Descriptions/Board Policy Teacher Induction Program

Staff Assignment and Preparation

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

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

Findings	Supporting Evidence
Teachers collaborate during their breaks daily, as well as weekly in their PLCs. SHS adheres to a one lunch bell schedule that allows added time to collaborate at the teachers and/or departments' discretion. Time is set aside each week for teachers to collaborate with school-wide Late Start Wednesdays.	PLC Notebooks Late Start Wednesdays
The master schedule is designed to minimize conflicts between classes. For example, AP sections are spread throughout the school day so that students can capitalize on access and enrollment. Singletons and electives are strategically placed to ensure maximum enrollment by grade level so that all students have access. Certain classes are locked in to certain periods to maximize availability to other programs (such as Leadership, Peer Resource, Journalism). Academic classes are often paired together to allow for collaboration, appropriate sequencing, access within departments or with specific teachers, etc. Examples would be ELD classes, Reading Proficiency courses, Success 101, Health and others. The master schedule team meets often during the spring to formulate a master schedule that benefits all students. The counseling staff at Sierra HS is *very* strong, experienced and capable. We often have zero course overages, always have balanced classes both terms and are able to ensure that every student is able to graduate provided they meet the requirements set forth by the district and state. Administration is aware of teachers who hold multiple credentials and utilize these teachers to provide student access to courses. Teachers are assigned grade levels or courses and given multiple years at that level, which allows them to gain mastery in the subject content. It is very common for our teachers to instruct remediation/support and honors courses in the same year. When possible, the team attempts to limit teacher preps to two different courses per term to maximize	Master Schedule Team and Processes Master Schedule Timeline

planning and instruction.	
QISA groups meet regularly to discuss best practices, create common summative assessments and review district curriculum.	QISA
New staff members (specifically teachers) attend several new teacher meetings throughout the first part of the school year. Policies, procedures and best practices are discussed at each meeting. These teachers are also assigned a mentor teacher (if new to the profession) through Induction or the IMPACT program (as interns). Administration works collaboratively with department chairs to ensure that all new teachers receive support in acclimating to the culture and climate of Sierra HS.	New Teacher Meeting Agendas Teacher Induction Program

Defining and Understanding Practices/Relationships

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

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

Findings	Supporting Evidence
Sierra High School produces a faculty handbook which clearly defines teachers' responsibilities. The handbook is updated each year and distributed to staff online through the staff OneNote. The handbook contains policies, procedures, and organizational charts presenting a clear hierarchy and chain of command. Employees receive sexual harassment training through online Keenan training. Monthly staff and administration meetings keep all members involved and aware of activities and changes, and any pertinent information relating to Sierra High School. The school adheres to all governing board bylaws to guide decisions. The Staff OneNote is a virtual notebook where handbooks, schedules, calendars, supervision, PLC notes, collaboration tools, Illuminate help and support, counseling documents, policies and procedures, staff lists and a variety of other information can be found. All staff have access to the OneNote and use it frequently as a reference.	SHS Faculty Handbook SHS Staff OneNote
In our PLCs, teams discuss student behavior and achievement, self-reflect, discuss curriculum goals/outcomes, student progress, and commonality of pacing and student assessments. We are moving towards data driven conversations within PLC's. Each department has a PLC OneNote shared drive in which they can upload documents, meeting minutes and other materials.	PLC OneNote Notebooks
The degree of understanding and clarity of the major policies is assessed by the passing of the required Keenan classes, as well as the district trainings that require passing an assessment. Additionally, understanding and clarity is informally assessed when staff, students, and stakeholders follow the procedures outlined in the various hand books.	Keenan Passing Scores/Certificates Tardy policy Cheating Policy

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

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

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

Findings	Supporting Evidence
Sierra HS promotes professional development in a variety of ways. At the site level, we have teacher leaders in the areas in literacy, technology and Illuminate (data collection system and testing). These teachers act as leads and site experts with regards to specific programs. We also have teacher leaders in every content area assigned to QISA, or the district program to create common summative assessments, discuss curriculum and best practices. We also utilize Professional Learning Communities to discuss common summative assessments, common formative assessments (in some departments), data, curriculum and other items.	Professional Development Binder PLC Agendas/Minutes Literacy Training Agendas
The principal sets aside a large amount of money to train teachers through professional development conferences. These conferences range from teams attending the PLC institutes, CADA, CSADA, FCCLA, FFA, WestEd, STEAM, ERWC and others.	Professional Conferences
Sierra HS has been a pioneer in supporting Late Start Wednesdays as a permanent schedule to allow teachers time to collaborate in teams and seek professional development. This is now the practice at all five high schools in the district. Previously, we were the only school that pursued developing this schedule and concept.	Late Start Wednesdays
Each year, staff has the opportunity to attend a district-wide "ED-CON Day", or Educator Conference Day, that allows staff to choose areas relevant to their content area to enhance technology use and student learning.	ED-CON Agenda
Staff are given the opportunity to study new strategies for using technology through the district's online Pepper training program, although this has become optional beginning with the 2017-18 school year.	Pepper course listings

OneNote trainings are offered throughout the year by SHS teachers for staff members to help each other utilize the program in their classrooms.	OneNote Trainings

Supervision and Evaluation

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

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

Findings	Supporting Evidence
All tenured, certificated staff members are evaluated twice each year every two years. Probationary teachers are evaluated formally 4-6 times per year until they reach tenure. After each formal evaluation, a meeting is held with the administrator to discuss the lesson, evidence of student learning and self-reflection. Administration strives to make the evaluation process a focus on learning and one of trust, respect and professionalism. Teachers that have worked in the district for a minimum of ten years (with all positive summative evaluations) are eligible to be put on the district five-year evaluation cycle per the MEA Master Agreement. The evaluation process follows the California Standards for the Teaching Profession as outlined by the state. Classified staff are also evaluated annually in compliance with the CSEA Master Agreement. The SHS administration follows all district and negotiated processes at all times, often consulting and referencing the negotiated union agreements if necessary.	Teacher Evaluation Handbook Teacher Evaluation Forms Teacher Evaluation Timeline MEA Master Agreement Standards for the Teaching Profession CSEA Master Agreement

A5.   Resources Criterion

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

Indicators with Prompts

Allocation Decisions and Their Impact

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

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

Findings	Supporting Evidence
Using our WASC Action Plan, SPSA, and LCAP as guides, the principal allocates monetary resources which mirror the vision and mission of Sierra High School. All stakeholders assist in developing the needs of our school. Department Chairs receive an allocation proportional to their section counts and departmental needs. The LCAP funds a full-time bilingual aid in our ELD classes. Additionally, paraprofessionals are provided to each special education classroom. Two Reading Proficiency courses are funded and given high priority in the master schedule, blocking them with ELA and common teacher preps. Sierra High is committed to all students, adding several AP classes since the last WASC visit. Additional support is provided for major projects or purchases based on alignment to the documents stated above. Some examples of recent expenditures include the purchase and installation of new projection units in many classrooms, staff computers and laptops, many staff trainings, schoolwide tutoring four days per week, new textbooks and other reading materials for classrooms and the library, OverDrive with digital books, Pasco Probeware and other materials that enhance the use of tablets, new ovens in the Culinary Arts classrooms, new welders, tools and a laser cutter machine in the shops, Turnitin.com website, 7-12	LCAP SPSA Site Budget Master Schedule Tutoring Schedule/Logs

articulation, Success 101 training and materials, robotics, literacy coach, TCI social studies, the Delta Project, and the foreign language VISTA program. College and career readiness funds are also available and have been used by teachers for field trips, classroom materials and training. Teacher leaders and administrators attend and give feedback/input at district QISA meetings about district-wide finals, curriculum, resources, and pacing. Although we are showing slow growth over the past few years in overall CAASSP results, continued resources and focused trainings will be crucial to raising the achievement for all students, especially the subgroups outlined earlier.	QISA Agendas

Practices

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

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

Findings	Supporting Evidence
Sierra High School works closely with the district's Business Services, Secondary Education, LCAP Coordinator, and CTE director to develop and allocate funding based on our WASC Action Plan, SPSA, LCAP and SLOs. All stakeholders are included in the process of developing a needs assessment plan for each of these documents. MUSD and Sierra High adhere to the general business practices outlined by FCMAT. The principal, in coordination with the site account clerks, Director of Secondary Education, district CTE Director and office of the district CBO, establish a site budget aligned with LCAP. The district office conducts monthly audits of all site accounts and sends monthly expenditure and balance reports. The principal is in regular contact whenever any expenditure of accounting practice is red-flagged. The district provides regular training for all staff involved in the school budget, including annual training for club advisors and booster clubs, focusing on fundraising and ASB regulations.	LCAP/SPSA/WASC Action Plan SHS Site Budget Perkins Budget ASB Reconciliations MUSD Board Policies FCMAT Handbook Site Allocation/Expenditure Reports

Facilities

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

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

Findings	Supporting Evidence
Sierra HS prides itself in maintaining a clean and safe campus. This is accomplished through many different avenues. We have a clean campus committee comprised of students, teachers and administrators to discuss and brainstorm ways in which we can promote a clean campus. Throughout the year we have several campus beautification days in which students and staff plant trees and shrubs, clean, trim and address campus grounds. We are in the process of upgrading several murals on campus, painting the school, replacing carpet and roofs, updating technology in each classroom and upgrading shop equipment.	Clean Campus Committee Agendas

Campus Beautification Days/Pictures |
| The age of the school (almost 25 years old) is presenting specific problems each year. Routine maintenance has morphed into upgrades and replacement, which can cost more money. We are approaching the maximum capacity for the campus, which if present growth trends continue, will present specific challenges to us. There are facility issues that create challenges for us, but we do our best to work around them. For example, it would be beneficial to have larger meeting spaces to meet as staff such as a theatre/auditorium. The school site is up for modernization in approximately 3-4 years. Shops and the VAPA department are in need of upgrades to modern technology and appliances. | MUSD Master Plan for Facilities |

Instructional Materials and Equipment

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

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

Findings	Supporting Evidence
Sierra HS provides a variety of resources and means to support the acquisition of materials in classrooms. Our Library Media Technician and our Digital Support Technicians are very prompt in addressing deficiencies or needs within the classroom. They all work in conjunction with administration to ensure that we meet all Williams Act requirements (which we do), and that current, acceptable and rigorous materials are provided for all students. Department chairs are responsible for individual department budgets to supply day-to-day materials needed in classrooms. For larger purchases, department chairs work with site administration to ensure that all needs are met. New course applications also require administrative approval, funding materials for these courses is also part of the process. Typically, most new course adoptions are approved and worked into the site budget provided they meet certain criteria and need.	Williams Act Compliance Document Material Inventory Sheets Digital Device Support and Inventory Departmental Budgets, Block Grant New Course Applications

Well-Qualified Staff

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

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

Findings	Supporting Evidence
Sierra HS and MUSD provide a variety of avenues to recruit and hire quality teachers and provide professional development opportunities to all teachers. Site administration attends several teacher recruitment fairs each year in search for specific needs. During the fall of 2017-18, twelve new teachers were added to the current staff, many of which were recruited through fairs at colleges and universities throughout Northern California. The Department of Professional Development at the DO supports new teachers through Induction and through the IMPACT program.	Job Fairs New Teacher Meeting Agendas
Site teachers pursue professional development through PLCs, minimum day teacher development, QISA, our site literacy coach/trainings, AP trainings, PLC institutes of learning, CADA conference, West-Ed Reading Apprenticeship conferences , STEAM conferences, CSADA and a variety of other conferences funded by the block grant. The administration and is supportive and promotes instructional conferences and trainings year-round. The CTE department is receptive to pay for career and technical education conferences and field trips.	Ed Con agendas, PD training opportunities
These resources are accessible to all teachers on campus.	Content area conferences attended

Long-Range Planning

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

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

Findings	Supporting Evidence
Our short and long-term goals are determined by our WASC Action Plan, LCAP, SPSA, and SLOs. Individual departments also set goals for student achievement and utilizing allocated resources in their department meetings and PLC's. Each of the plans listed above are reviewed annually by all stakeholders. SHS administration reviews and revises these plans based on stakeholder input throughout the school year. Students, parents, and staff have input through our Site Council, ELAC, PIQE, SPIRIT, and site booster's clubs. The district office oversees the alignment of the LCAP with site stakeholder input. The cycle is an ongoing and continuous one, always seeking to effectively and efficiently allocate resources to maximize student opportunity and achievement.	WASC Action Plan SPSA LCAP PIQE and ELAC Needs Assessment Site Council Agendas/Minutes

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Organization, vision, purpose, governance and leadership are a strength of Sierra HS. Administration provides organic, grassroots bottom up opportunities for teachers to pursue their passions and to develop content, curriculum and sequencing that benefit students learning within the classroom. A culture of collaboration is present where all stakeholders have a voice. Site and district resources are sufficient in nature to meet the needs of the current enrollment. If enrollment projections hold and growth happens, facilities will need to be upgraded to accommodate a larger student body. As they currently stand, some facilities need modernization. Professional Development opportunities are varied in nature and accessible to all staff on campus. Administration is supportive of the learner as well as the teacher, as indicated by the allocation of funds within the site budget.

Prioritize the strengths and areas for growth for Category A.

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

Sierra High School follows all district and state policies. Site leadership (administration and teacher leaders) employ a wide range of communication tools to work together within a shared leadership model.

Administration promotes organic leadership through teacher leaders, experts on campus and through carefully selected professional development opportunities.

School culture and climate reflect the execution of the school vision and mission statement in most everything done on campus daily.

Communication with the school community through a variety of means such as email, phone, social media and other platforms has increased dramatically over the last five years.

The staff OneNote Notebook is growing in use and becoming a central hub of information and a place for virtual staff collaboration.

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

Continued reinforcement of the Schoolwide Learner Outcomes with students within the classroom.

Aging facilities will require modernization and more maintenance as time passes. Enrollment increases may also necessitate shifting of rooms and allocation of resources both in the form of financial commitments and human capital.

Continued support and training of new teachers on campus.

Increase training of technology within the classroom and strengthen infrastructure to decrease technical issues.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

Indicators with Prompts

Current Educational Research and Thinking

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

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

Findings	Supporting Evidence
At Sierra High School, standards drive curriculum within each department. Teachers utilize data study, PLCs, QISA, and other tools to guide instruction. Teachers incorporate information and strategies attained from outside professional development, Pepper courses, literacy training, AP conferences, and PLCs into their curriculum. Collaboration and sharing of best practices plays a large role campus wide. Sierra has also incorporated book studies to stay aware of and learn the latest strategies and trends in education.	Teacher evaluations English portfolios Illuminate data Teacher surveys/Professional Growth logs
Sierra has also implemented the use of 1:1 devices. This allows teachers to utilize OneNote, turnitin.com, Membean, Kahoot, Quizlet, Edmodo, Illuminate, and various Apps to engage, organize, and prepare students for higher learning and adult life. 1 on 1 devices also allow for wider use of online testing to gather data, which is then used to drive and modify curriculum. With the implementation of the devices, Sierra has provided trainings for device and program utilization in the classroom. Teachers who have mastered programs have led trainings during PLC and after school to help teachers learn the programs, most notably OneNote.	Classroom observation notes Training dates/PLC calendar Class Notebooks
The first step in the newly implemented *Get Focused Stay Focused* program is Success 101, a freshman transition program that addresses social/emotional development, academic success, and career exploration. All teachers that teach the Success 101 course must complete the implementation training for the course. This program has taken the place of our AVID program,	Get Focused Stay Focused curriculum Sample 10-year plan

which serviced approximately 100 students per year. Beginning in 2016-2017, all freshmen are enrolled in Success 101, meaning that, over time, all students will utilize the curriculum.

Over the last 3 years, NGSS and STEM training has been integrated into the Science curriculum. As a result, there is now a greater focus on project-based instruction and experimentation in the Science department. Starting in 2015, teachers in the Science department have been participating with the SOFIA Program, a NASA/ SETI joint venture that introduces advanced infrared astronomy to physical science classes. As a result, Astronomy has been added to available science course offerings, and engineering elements have been added to the Computer Science curriculum. Science teachers have also participated in the Connecting with Marine Sciences program through Monterey Bay Aquarium. In addition, a teacher in the Science department is an advisor on the CSET Science Panel and presenter at the California STEM Symposium.

The Math department has also taken part in STEM training. With the intent of incorporating more project-based instruction and experimentation to the math curriculum, a combined Algebra and Robotics class was added to the Math department course offerings in 2016-2017.

Our English department utilizes current educational research to improve curriculum and help low-performing student who are not designated ELD/RSP/SDC. Class rosters are formed through articulation with junior high ELA teachers and communication with English 1 teachers to identify freshmen and sophomores who qualify for Reading Support. Students with low reading scores are placed in a reading proficiency class paired with an English 1 or English 2 class and move from one class to the other as a group, giving extended time for assistance in reading, writing, and vocabulary development. Reading strategies taught in the classes come from a variety of pedagogies. Research used includes the following: Cris Tovani's *I Read It, but I Don't Get it, Carol Booth Olson's The Reading/Writing Connection,* and WestEd's *Reading Apprenticeship Strategies.* Teacher collaboration creates a safe environment that encourages students to work together and take risks. The curriculum focuses on strategies that can be utilized in all content areas. One hundred percent of the members of the class of 2016-2017 who participated in the Reading Proficiency class as freshmen or sophomores graduated on time, either from Sierra High or Calla High.

NGSS/STEM Trainings

SOFIA Partnership

STEM Training

ELA Vertical Articulation Agendas and Minutes

Our Physical Education department also applies current research to help students at SHS incorporate a rigorous fitness program into their lives. The research began in 2006-2007 as the PE department began looking for ways to improve Sierra's PE program by pushing students to be more physically fit, while also enjoying the activities. Through this research, the department learned about Speed Strength Training (SST), a daily program aligned with the California PE standards and the block schedule. This program uses CrossFit training methods for its metabolic training. A team of teachers and administrators from Sierra visited 3 schools in the Sacramento area that were using the SST program with positive results. The observed PE classes showed a high level of activity and student participation. In 2008, the PE department received a state grant to purchase the SST/CrossFit program and remodeled the weight room for the program. Our PE teachers have subsequently attended numerous CrossFit training courses and 3 of our staff have Level 1 Trainer Certificates for CrossFit. Since instituting the program in our body conditioning and body tone classes, our weightlifting club has seen a positive increase in the number of students getting into the advanced lifting club. We have also seen a dramatic increase in the number of girls taking body tone classes. We have had to drop a dance class to add another body tone class due to demand for the class. In 2014, Sierra began a "Fittest on Campus" competition as our culmination activity in our body conditioning and body tone classes. This is a fitness competition for all our students that measures general physical preparedness. We have a boys' and girls' division, and all the judges are past alumni. In addition, the Sierra football program, which won a State Championship in 2015, utilizes the SST/CrossFit program. The PE department also uses the program to introduce freshmen to foundational exercises for lifetime fitness 2 days a week. More recently, the PE department has added the ROMWOD program that incorporates daily yoga sessions. We received a free on-line subscription from the company because of the strength of Sierra's Physical Education program. Without a doubt, this program has dramatically changed our PE program for the better.

Beginning in the 2016-2017 school year, Sierra began utilizing a literacy coach for schoolwide literacy training offered during PLC time. These periodic trainings (every 5 to 6 weeks) demonstrate strategies that are easy to implement across disciplines. The literacy coach teaches reading, writing, and motivation and engagement strategies garnered from *Reading*

Reading Apprenticeship

Texts listed

English/Reading lesson plans

PE lesson plans and classroom observations

Level 1 Teacher Certifications

Body tone and body conditioning enrollment

Advanced weightlifting club rosters

"Fittest on Campus" results

Literacy training lessons

Participant surveys/evaluations

Schoolwide literacy team

Apprenticeship (WestEd) and Horatio Sanchez. The literacy coach continues to work with site administration in the development of a schoolwide literacy team beginning in the spring of 2018. Each content area will be represented on the team.

In 2016-2017, 362 students were enrolled in the twelve AP courses offered at Sierra, while 290 total AP tests were taken. An average of 73% of the enrollees took the culminating exam. Of the 290 exams taken, 124 earned a score of 3 or higher. In comparing this data to 2015-2016, there is a minimal difference in enrollment within each class, with some classes being slightly larger and some slightly smaller. 2016-2017 did see an increase in the number of tests taken, raising 14 from 276 in 2015-2016. The percentage of tests earning a 3 or higher decreased 1.25% last year. With the improved budget, and changes to some of the AP exams, the administration at Sierra has stressed AP institute training for those teaching AP classes. The AP institutes have helped the teachers as they plan and deliver the rigorous AP curriculum. An AP Psychology class was added to the master schedule for the 2017-2018 school year. The teacher went to a few trainings and spent time preparing for the new class over a two year ramp up period.

AP exam data

AP syllabi

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

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

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

Findings	Supporting Evidence
Standards drive the curriculum across all departments. Teachers make curriculum and assessment decisions based upon adopted standards, data from assessments, PLCs, and QISA. Curriculum utilized in the Special Education department is parallel to that of general education classrooms with accommodations and modifications for disabilities. AP classes meet standards set by the College Board and all have syllabi approved by the College Board.	Classroom observations Department surveys Common Core Standards and Frameworks AP course syllabi
Within the Get Focused Stay Focused program, a class that all freshmen began taking during the 2016-2017 school year, students move through three sections of the curriculum: "Who am I, What do I want, and How Do I get it?" All students complete an online 10-year plan that they have access to forever. They will follow up with the work that they started freshman year in the follow-up modules sophomore, junior, and senior years. The follow up will cover high demand careers, post-secondary planning, college costs, picking a major, STEM careers, college and scholarship applications, to name a few. Currently, students can receive transferable college credit through Eastern Oregon University for the course. Students complete the projects outlined in the college syllabus in the Success 101 class and they receive whatever grade they earn in the class on their college transcripts. Currently, students can receive dual enrollment credit through Eastern Oregon University for the course.	Get Focused Stay Focused curriculum Sample 10-year plan
All science standards are in transition to NGSS. The Science department is currently adopting common rubrics, formative and summative assessments based on Performance Expectations, and Science and Engineering Practices. The department is also redesigning Sierra's basic science classes,	Course syllabi and Notebooks Rubrics Assessments

biology, chemistry, and physics, to incorporate earth science standards because MUSD is moving to a 3-course model for science instruction. The new direction is to base all instructional units on phenomena. Phenomena, student-led investigations, and collaborative projects are driving our new curricular direction.	Student projects and labs
All courses within the Industrial Technology department include the CTE standards. Within each lesson plan, state and national standards are addressed. Because CTE addresses what to teach, the department has shifted focus to aligning curriculum and instruction. They have shifted focus from "what to teach" and are now focusing on the "how and the who." Student culture and interests, as well as career development, are taken into consideration. The Industrial Technology department is dedicated to incorporating technology and career exploration into the curriculum. The department also sponsors clubs within each area of study to further student interest in subject matter and career paths – FFA, SWENext, MakersClub, SkillsUSA.	Course syllabi Student projects Club rosters and pictures of activities State Certification
All courses within the Family and Consumer Sciences department were developed with the Department of Education standards. The teachers and the program are award winning for their innovation and quality. The teachers utilize current research, information gleaned from professional development and conferences, advisory recommendations, and industry standards and requirements. Our FCCLA is an active student leadership organization which participates in chapter, region, state and national events.	Lesson plans & projects Department awards FCCLA-Family, Career, Community Leaders of America
The Foreign Language department is in the first year of implementation of a new curriculum, which is completely aligned to the World-Readiness Standards for Learning Languages and Common Core standards. Therefore, the department is still exploring the standards connection within the curriculum. Common formative assessments drive the department's pacing, re-teaching, instructional strategies, and remediation practices. The Foreign Language department regularly analyzes students who are having academic difficulty and has implemented protocols for struggling students. These include referrals to tutoring, Peer Resource referrals, remediation, counselor referrals parent contact, and modifying instructional strategies. Most academic decisions within the department are based on articulation between levels. For example, the department discusses what Spanish 1 proficiency levels are necessary to be successful in Spanish 2.	Adopted Foreign Language curriculum

Within the English department, the Common Core writing standards determine the elements of student Writing Portfolios. All teachers follow the portfolio cover sheet requirements for each grade level and course. Portfolio requirements for the newly implemented be.connected courses have been developed and will be implemented for the first time in Fall 2018. The components of the common mid-term and final are determined by both the CC reading and writing standards, including the Argumentative Writing Rubric created by the department. The department grades the essays as a group after a norming process. After grading, data is collected. The department PLC is at the point where data analysis and best practices are being shared in PLCs. Since the change to Common Core standards, the English department has been creating Site common mid-terms and finals; however, beginning in December 2017, Districtwide end of course finals are being implemented. The department is continuing the common Site mid-terms to maintain progression towards standards mastery across the department.

Writing Portfolio cover sheets

Student Writing Portfolio samples

Argumentative Writing Rubric

Common mid-term samples & materials

The Math department uses the focus standards to map out curriculum and design lesson plans. In addition, the department utilizes results and feedback to determine student needs, which focuses and guides instructors as they reteach to improve student success. The department is currently utilizing PLC time to create formative assessments and learn how to use illuminate to better access their student needs. The immediate feedback on the quizzes allows for immediate reteaching.

Course curriculum maps

Illuminate data

The Social Science department is highly collaborative and develops lessons and curriculum around the state standards and the Common Core. In addition, they consider college readiness, current events, and the varying levels of students in their planning. During PLCs, the Social Science department shares best practices and has begun the process of utilizing Illuminate for assessments.

Lesson plans

Illuminate data

Teachers in the Visual and Performing Arts base their decisions on ongoing assessments of student needs, the standards, and matching the performances on the abilities that the students display. In Visual and Performing Arts, everything is designed to get the students to meet the standards. For example, drama is a performance-based class with an emphasis on communication skills. Standards are written into the curriculum and the

Drama student self-evaluation

students periodically complete a self-evaluation to determine if they are meeting them or not. Teachers in VAPA attended the California arts council seminar last year and a content specific training this past summer. The Business department is currently aligning our standards with the 2013 CTE standards that are being developed and does follow the California State Standards for Business Education with the curriculum currently being taught. Collaboration between teachers in the Business department provides a strong influence on the academic decisions made on the lesson planning. Many times, the teachers make a team decision on what is needed to teach and re-teach. Teachers in the Business department are currently taking classes through UC San Diego on classroom management styles that influence curriculum and have recently attended a few conferences on CTE education. The department is attempting to make all courses A-G compliant by 2020. Business teachers attended a conference, entitled Educating for Careers, to incorporate college and career readiness standards.	CTE Standards and Pathways

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the Schoolwide Learner Outcomes.

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

Findings	Supporting Evidence
Based off a student survey of random students held on September 2, 2017, current students do not know Sierra's SLO's by label and could not tell us what SLO's are when asked. However, when asked about communicating effectively, exhibiting responsibility, developing positive relationships, and problem solving, the students could explain and identify how those SLO components are embedded within their classes and the curriculum. What this proves is that teachers are implementing the SLO's in their teaching; however, the SLO's are not explicitly stated in the process.	Student surveys
Currently, course outlines and curriculum are tied to the standards campus wide. However, because there is new curriculum in many departments, teachers are in an exploratory phase. The links are embedded into the curriculum, but departments are still working to understand those connections.	Course syllabi/outlines PLC notes
When 855 current students were asked if Sierra High is preparing them for the future, the results were mixed. 409 students (48%) answered yes; however, 371 (43%) answered no, and 75 (9%) left the question blank. Follow-up surveys will be needed to determine why so many students answered negatively.	Student surveys
We also surveyed our spring of 2017 "Graduate Board," a group of 11 graduates who came back to meet with current students regarding college, the military, and life after high school. When asked if Sierra High's graduation requirements and courses prepared them for success in the future, 3 graduates scored Sierra a 5 out of 5, 7 graduates scored Sierra a 4 out of 5, and 1	Graduate surveys Get Focused Stay Focused curriculum

graduate scored Sierra a 3 out of 5. Therefore, of recent graduates, the feedback was overwhelmingly positive. When asked what Sierra could do better, a reoccurring theme was to offer help with college applications and financial aid, as well as further help with career exploration beyond STEM careers. Fortunately, Sierra's Get Focused Stay Focused curriculum addresses this issue for current and future students.	

Integration Among Disciplines

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

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

Findings	Supporting Evidence
In some departments, teachers at Sierra HS have developed curriculum that integrates the academic standards in the subject they teach with other disciplines and with Sierra's SLO's. A few examples are summarized below: Piano and Choir classes offer a music history component which discusses current events happening during the different time periods throughout the world. Specifically, one historical lesson discusses Martin Luther and the Protestant Reformation. This integrated lesson also focuses on our responsible citizenship SLO. In Piano class, students also learn about composers from the Renaissance, Baroque, Classical, and Romantic Eras. Photography class integrates a writing component to the "Essay with Photo's" assignment. Students are asked to write an essay and use corresponding photos to accompany the text. The English Department spends time prior to starting a new book to establish historical context for the reading. Students are asked to connect information learned in their history classes to the book they are about to read. The English department also uses background historical documents before reading novels to understand the setting. Teachers provide informational articles in class covering current events or topics that relate directly to science, social science, etc. They also incorporate Nonfiction articles and texts. These are used for analysis, historical/thematic study, and writing argumentative essays. The topics hit science, history, and "life" studies. The Science department is working with the Industrial Technology and Math departments on long-term projects and new course proposals both for science classes and our after-school STEM program. The New NGSS science standards have	Cross Curricular Standards Music curriculum and syllabi VAPA curriculum and syllabi English curriculum and syllabi Science curriculum and syllabi

incorporated not only engineering standards in our science courses, but also include Crosscutting Concepts for both Math and ELA. We are expanding our writing requirements for students to make them more literate as well as increasing our focus on quantitative evaluation, which involves lots of math.

The Math department utilizes STEM with robotics and also took part in a three year project with the San Joaquin County Office of Education, Lawrence Livermore Lab, and the Science department which involved Modeling with Netlogo.

Art and History of Floral Design teachers collaborate with the Art department for information pertaining to assignments (i.e. Color Wheel).

Ceramics classes require students to write answers to questions after they have read a history assignment. Students also write a creative story and doing an oral presentation for their final, which is turned in with their clay mask. Ceramic students also read a digital rubric and complete a self-evaluation of their work on OneNote, along with recording ceramic vocabulary 3 days a week.

The PE department incorporates a nutritional component to their Cross Fit Training Program. In Body Conditioning students are constantly using math skills to figure out weight lifted and lifting percentages.

Family and Consumer Scinces incorporates Math through measurements & fractions, writing through research and technical writing, health through nutrition, BMI, and My Plate, history through their class final project, and drafting through pattern designs. They use Common Core Standards that have been cross referenced for their department to plan and implement activities.

Interior Design utilize and develop a variety of math skills which include measurements and scale weighing, converting measurements, calculating costs, calculating area/square footage. The class also incorporates drafting skills for scaling, floor planning, and elevations.

Recent Literacy Training provided by our ELD instructor connects reading comprehension and vocabulary development with all classes taught at Sierra High School.

In addition to the integrated lessons described above, juniors and seniors at Sierra High School have the option of enrolling

Math curriculum and syllabi

Industrial Technology curriculum and syllabi

VAPA curriculum and syllabi

PE curriculum and syllabi

Life Skills curriculum and syllabi

Literacy coach and trainings

in a variety of Career and Technical Education (CTE) classes. These courses provide students with career-related technical and practical skills and integrate training in theory with real world work experience. Many of these CTE classes articulate with our local community college.	CTE Programs and Pathways
Success 101 incorporates various disciplines, such as Life Skills, Life Management, Math, Transition skills, Speech, Computer Applications, and English. The skills based focus in Success 101 helps students to identify the value of the other academic courses. Students plan for life after high school through budgeting, self-reflection, presentation, online research, and the usage of www.my10yearplan.com.	Get Focused Stay Focused/Success 101
Many final exams at Sierra High School have a mandatory essay component to promote effective communication skills through writing, which connects with Sierra's SLOs.	

Articulation and Follow-up Studies

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

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

Findings	Supporting Evidence
Articulation between Sierra High and its feeder schools is strong, as several core departments hold regular meetings and host regular activities with feeder school teachers and students.	Vertical articulation meetings, agendas and minutes.
Counselors begin visiting feeder schools in October of year; they meet with all 7th and 8th grader to administer a career path survey, review A-G requirements and electives. They meet with all 8th grade classes to present information regarding the high school course catalog, A-G requirements, electives, career path survey, and registration form. Counselors also offer an 8th grade parent night for families of incoming students.	Counselor outreach to feeder schools/region
The ELA Articulation Team meets six times a year to trouble-shoot transition issues between the junior high and high school. The team consists of 7th and 8th grade ELA teachers from every feeder school and two English teachers from Sierra High School. In the past 3 years, the team has tackled attendance expectations, make-up work policies, extra credit, writing expectations in a variety of genres, honors placement criteria, Success 101 modules, vocabulary development, reading strategies, and the use of turnitin.com. Proficiency rates on the CAASPP can be attributed in part to the team's continued articulation.	ELA articulation team meetings, agendas and minutes
In addition, incoming freshmen are placed in high school language arts classes based on 8th grade teacher recommendation. ELA teachers use student SRI scores for placement in the reading proficiency class and the ELA Articulation team has created a process/form for recommending students into the Honors program at Sierra.	
Incoming freshmen are placed in High School Math classes based on 8th grade teacher recommendation and CST Scores. Geometry is offered to advanced 8th grade students only if these	Math placement criteria

students have completed Algebra 1 in the 8th grade (outside the district) and there is a teacher recommendation. Occasionally, a in-district parent may request that a student begin Geometry at the freshman level.	
The Science department currently works with our feeder school science teachers. QISA has begun bringing 7th-8th grade Science teachers to join with high school teachers as we explore how to modify our curricula for NGSS. Steve Unterholzner also meets with a team of Science teachers, including middle school teachers, to develop and deploy CanSats. This year, Sierra helped several middle school teachers become certified on the StarLab so they can run their own planetarium shows. Lastly, the Science department is planning on hosting middle school students on campus to work with our students in our afterschool STEM program.	Science articulation
The Foreign Language department provides a Spanish 1 class for 8th grade students who are recommended by their 8th grade teachers. Participation is voluntary.	8th grade Spanish Class
The Social Science department included 7th-8th grade teachers in their QISA meetings during 2016-2017.	QISA
The middle school bridge curriculum of Success 101 has been offered to the feeder schools and training has been provided. Some schools have adopted the curriculum.	Get Focused Stay Focused Curriculum
In the Math department, Pre-Calculus and Calculus A/B and B/C are articulated with Delta Community College.	
Within the Business department, Accounting I, Computer Applications, and Computer Keyboarding are articulated with Delta Community College.	
The Fashion Design class is also articulated with Delta Community College.	Dual enrollment/articulation with Community and Junior Colleges (Delta and Modesto Junior College)
CTE Courses articulated with Delta Community College include: Administrative Justice, Automotive Technology I & II, Banking/Financial Careers, Careers with Children, Food Service and Hospitality, and Health Careers.	
The Industrial Technology Department articulates the Floriculture and Animal Science classes with Modesto Junior College (MJC). The floriculture teacher takes a yearly training at MJC to stay current.	

As a bridge to higher education, the counseling department hosts 8-10 college representatives on campus to speak to students. Visiting local colleges include, but are not limited to, Delta Community College, Modesto Junior College, CSU Stanislaus, University of the Pacific, CSU East Bay, St. Mary's, and CSU Sacramento. Sierra counseling department also hosts a Financial Aid night. Counselors attend a yearly UC and CSU conference at Delta Community College and Modesto Junior College to stay current on college requirements. The counseling department also keeps record of seniors completing A-G requirements and tracks graduating seniors attending college for a period of five years.	Counseling center college visits and meetings
The Family and Consumer Sciences department offers a "Teens in the Kitchen" course to incoming 8th graders from or feeder schools. This class meets after school, once a week for 5 weeks and teaches basic cooking skills to demonstrate what students would learn in out culinary classes. This will the 2nd year this class till be implemented.	

B2.   Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

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

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

Findings	Supporting Evidence
At Sierra High School, there are several programs designed to facilitate the transition and exploration of college, careers, and other post-secondary options.	
The counselors start with visits to our elementary feeder schools to meet with 7th and 8th grade students in October for a Career Inventory Assessment. The purpose of this visit is to give them a brief summary of what counselors do and guide them through a career inventory to help them begin thinking about careers and career paths for high school. They also meet again with 7th grade students in March and 8th grade students in December to provide guidance for at-risk students. The focus of these visits is to discuss grades and academics to see the "bigger picture" beyond junior high.	Counseling feeder school/region visits
Incoming freshmen meet with counselors in the spring to receive class information and choose classes. Student placement for English is based on teacher recommendation. A Math Assessment is administered by the counselors during their visit and those scores determine the student's math placement; also considered is the teacher recommendation. An 8th grade parent night offers information regarding high school clubs, graduation requirements, the Parent Connect program, the school website, and class options.	Counselor at risk meetings with junior high students

Counselors continue to meet with students during individual conferences regarding courses, colleges, career paths, and scholarships.	
Parent nights are another opportunity for parents/students to obtain information in their educational and career planning. This year, counselors will coordinate with the Success 101 teachers for the 9th and 10th grade parent nights. Past 9th – 10th grade parent nights were held by the counselors to inform parents/students regarding: community service and future scholarships; junior college vs. university/college; PSAT-ACT-SAT testing; vocational, military, and school programs; tutoring schedules; and graduation requirements.	Grade level parent nights
Several college presentations and workshops are held during the year to help seniors planning to attend college with admissions, scholarships, campus programs, and more. In the fall, two separate workshops for CSUs and UCs are scheduled to help junior and senior students with the application process to any of the California colleges and/or universities they plan to attend. Seniors planning to attend Modesto Junior College can attend the 3-step workshop that will guide them through admissions and education plans for priority registration. Students planning to attend SJ Delta College also have an opportunity to attend a presentation to obtain information about admissions and what their campus offers.	College visitations and presentations coordinated by counselors
In October 12th grade students and parents are invited to attend a "Financial Aid" Parent Night regarding the Financial Aid process. In addition, a "College Admission" Parent Night is held in the fall for 11th and 12th grade students and parents. A UC and CSU admissions representative is present to answer questions.	Financial Aid Parent Night
Sierra students have access to several rigorous AP courses: AP Physics I, AP Biology, AP Chemistry, AP US Government, AP European History, AP Macro Economics, AP US History, AP Psychology, AP 3D Art, AP Language, AP Literature, AP Spanish, AP Calculus A/B, AP Calculus BC.	AP course offerings, master schedule
The Career and Technical Educational Program, formerly R.O.P., assists students in following their career path. All students and parents have access to the high school course guide at the Manteca Unified School District website to guide them in choices for academic and elective courses. Juniors and seniors have opportunities through C.T.E. courses to prepare them for their future career path. For instance, Health Career students	CTE programs and pathways

may have the opportunity to experience a hospital environment.

In the Social Science department, there are a number of College field trip and application workshops put on by schools such as Stanislaus State University. These tours and sessions are designed to make sure students have a strong understanding of what the matriculation process is for college. Students learn a great deal about the classes they need to take to qualify as well as the grades and citizenship marks they need.

One of the main concerns of students and families is the ability to pay for college. To address this issue, Sierra offers a variety of FASFA and Application assistance presentations in Success 101 (formerly AVID). These presentations are designed to help families navigate the difficult and often overwhelming process of applying for financial aid.

In addition to college trips, Sierra ensures that students have the opportunity to explore alternatives to college. One way that we do this is by having the Army and Air Force come and present to our Government and Economics students. This does two main things: first, it allows students to explore the military as a career options. Second, it allows them to understand the benefits the military offers as a means to attend college later through the G.I. Bill.

Our Psychology course also offers students the opportunity to complete a research project on careers that students may want to explore. This allows students to start looking into the college requirements, fiscal benefits, time demands, and skill sets needed by various careers in order to be more informed when deciding where to attend college or what majors to enroll in once they are there. This is also an ideal opportunity for students to discover which careers may not suit them as well.

In addition, some Social Science classrooms display the A-G requirements poster that outlines the courses needed to meet the A-G requirements. Having these posters up acts as a great visual reminder for students of what it takes to qualify for college should they choose that route.

In the Business department career exploration is promoted in Introduction to Business. Students complete a unit on careers where they research careers that interest them, create resumes, and form a business plan for a fictional business they would want to start. These exercises help to inform students of the college credits needed, or not needed, and provides perspective

	College field trips
	Get Focused Stay Focused/Financial Aid Presentations
	Military Recruiters
	Content specific career exploration projects and opportunities
	Business department

on the financial benefits or drawbacks of certain career choices, the hours needed to be successful, and what employers desire in an employee. This research allows them to understand if their skill sets and interests align with a given career and allows them to understand early on if pursuing that career is right for them.

In the Special Education department there is a Functional Math 3 class where the seniors in the class are required to apply/register for both Modesto Junior College and Delta Community College. The class visits both campuses so students can choose which campus they prefer. The students then complete a career interest survey where they are given career options based on their survey. Once a career choice is made, students generate a life budget based on the salary of that career. Additionally, students complete a career Powerpoint or prezi that fully explains their post-secondary career and education plans. This presentation includes tuition costs, time length for program, salary for career, etc. Students are not allowed to leave the class (at graduation) without a post-secondary plan. Even if they say they're not going to school and just going to work, they must apply and research programs for trade schools or junior colleges that have courses for their career of choice.

	Special Education department

The Special Education department promotes career exploration as all of the students' IEPs are driven by their transition plans. In the Special Day Classes, all freshmen take the Success 101 curriculum. Students enrolled in the Resource Specialist Program are in the general education classes for Success 101. The Modified Study Skills classes utilize that class period to assess students with interest inventories, learning style inventories, and career inventories. Students create Powerpoint presentations of jobs/careers of interest to them. The department also utilizes class time to cover everything from social skill training, to how to schedule appointments, balance checkbooks, pay bills, and maintain hygiene, as well as proper job etiquette, how to apply for a job, how to write a resume, how to be a good employee, and how to do taxes.

IEP Transition Plans

Career Education (Success 101) is part of our Life Skills, Health & Wellness Program. After students complete the Success 101 program their freshman year, they will continue their career exploration and post-secondary planning in the follow up modules sophomore, junior, and senior year through the Get Focused Stay Focused curriculum. Sophomores will cover Module 1 in World History this year. We are still

Get Focused/Stay Focused program

Upward vertical articulation

deciding between English III and US history for Module 2. Senior year we are looking at potentially pulling seniors out in a Senior academy format because there are college deadlines that need to be considered.

Throughout the program, students investigate careers, college affordability, post-secondary, licensing, and certifications, college majors, and scholarships. Students can receive three college credits through Eastern Oregon University if they decide to register. Students continue to update their 10 year plan throughout the Get Focused Stay Focused program. Success 101 requires the students to participate in a mock interview as part of their final. In addition, participation in Success 101 gives the students three college units once the proper paperwork is filled out. Success 101, Next Step, and Get Focused Stay Focus require all students to keep an active 10-year plan that has students thinking about their future.

The Science department does a great deal to enhance career exploration, preparation for secondary education, and pre-technical training. The department is working on a specialized program where the Computer Science students can move directly to Delta College and then into the University of the Pacific School of Engineering. The department is also engaged in after-school science programs in coding, robotics, medicine, anatomy, entomology and astronomy. Students gain hands-on skills in various scientific disciplines that not only focus their interests and prepare them for rigorous college academic demands, but also help them explore the range of STEM career opportunities available to them. Students are learning skills in soldering, coding, robotics, autonomous drone dynamics, 3D printing, orbital dynamics, rocketry, aquaponics, remote environmental sensing, dissection, ecology, physical therapy, sports medicine, endemic-endangered species research, astronomical research using professional optical and radio telescopes, graduate level research in Electron Microscope technologies, real-world physics applications, and careers in engineering and space exploration.

All math course are A to G and NCAA compliant. We have STEM Classes and AP Calculus AB and BC.

	English department
The English department offers a number of programs and features that help students with the transition to college and career readiness. First and foremost, all core classes are A-G compliant and there is a heavy focus on a deep level of writing. Writing is traditionally the hardest aspect of college for	

students and Sierra's writing portfolio provides them with the rigor necessary to provide them with the skills to succeed in college. In addtition, many of our traditional classes do career research projects in order to help students understand their options in the same fashion as many of the other departments described above. Each student also works on their Academic/Career Resume each year which allows them the ability to understand what it takes to construct and distribute a resume. This resume also helps them in their application for scholarships. AP Language does a college choice analysis in which they research college choices based on their career preferences, location preferences, and major preferences. It gives them a well-rounded view of the many factors that go into choosing a college.

In addition to traditional core classes, the English Department offers many elective opportunities that prepare students for the transition into a career as well. Our Speech class offers students the opportunity to develop the speaking and listening skills that are vital to success in the work place. The skill of public speaking is also aimed directly at their ability to Interview well, which is such a critical part of career success. As well, our Yearbook class exposes students to the idea of print lay-out, publishing software, the editorial process, and exposure to art of photography. The experience with these highly technical programs provide students with high-demand skills.

Yearbook class

Finally, the English Department offers the be.connected program. This program includes 5 course: Digital Photo, Video Editing, Broadcast Journalism, Communication by Design, and Connected English. Some of these courses are electives, while some are A-G English Courses that satisfy the requirements of English III and English IV. The be.connected program focuses on students ability to become proficient in using the Adobe Creative Suite while also exploring various technical career choices. Throughout the program, students use Adobe Photoshop, Adobe Illustrator, Adobe Premier Pro, and Adobe InDesign. Proficiency in these programs is in high demand across all career fields and the exposure to these programs, as well as the creation of a digital portfolio, gives students an edge when transitioning out of high school and into careers.

be.connected program

The Foreign Language department has designed vocabulary exercises which have various career options embedded into them. With this vocabulary, students are encouraged to explore post high school options while using the target language. Since

Foreign Language department

Foreign Language is a requirement for most four-year schools, Sierra's offerings allow students to satisfy the requirements for entry into the college of their choice. In addition, the department teaches some technical terms as well as Spanish vocabulary, which will be useful for students in the workforce in a state with such a diverse workforce. The Industrial Technology department offers a number of hands-on programs designed for students to explore career options as they go through their high school career. Sierra offers programs such as Wood Shop, Ag Mechanics, Welding, and Agriculture. The department also arranges for a number of field trips, such as the Delta College Apprenticeship career day. This day is a great opportunity for juniors and seniors to make contacts with industry leaders as well as learn about apprenticeship programs that pay them good money as they go through the program.	Industrial Technology department

Accessibility of All Students to Curriculum

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

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

Findings	Supporting Evidence
Students have access to all the curriculum that is available. For advanced or specialty classes, students have access once any required pre-requisites are met. Curriculum across all departments have been developed based on curriculum standards and common core standards. The classes were developed to prepare students for advance placement class in high school and real-world applications upon graduation. The advancement placement classes are offered in the following subject areas: math, English, social science, life science, physical science, performing arts, and foreign language. Due to block scheduling, students can take several electives throughout their four years.	Class selection forms

Block scheduling |
| Every student has the opportunity to explore real world applications of their educational interests. Counselors meet with all incoming 9th graders to complete an online interest inventory and career planning session to explore careers and educational plans. Every 9th grader then takes Success 101 where they further develop their educational and career plans. This is followed by Get Focused Stay Focused modules to further develop their 10-year plans in their sophomore through senior year. Counselors review transcripts and graduation requirements after each grading period and have individual conferences with every student during the school year as well as ongoing meetings with at risk students and D/F students. Students also can take Career Technical Education (CTE) courses in various subjects, such as Administration of Justice, Health Careers, Food Service and Hospitality, Computer Programing Game Design, and Interior Design and Fashion Mechandising. Students also have the opportunity to take JROTC courses. Sierra also offers the ASVAB to allow students to gain additional knowledge of their career aptitude. Extracurricular clubs also offer further academic exploration (ie. Astronomy and Robotics). Students get to choose their | Interest Inventory

Get Focused Stay Focused

CTE programs and pathways

JROTC

ASVAB |

electives and receive guidance and suggestions from counselors based on their individual goals and interests. Students can meet with counselors any time during the school year to update future goals and make changes in their schedule for the next term based on their interests and career goals. The Get Focused Stay Focused curriculum emphasizes the importance of self-exploration and student advocacy.

Students at Sierra have access to 11 different district-wide CTE courses that have real world applications with a rigorous standard based curriculum. Our CTE classes are open to all juniors and seniors without any prerequisite for enrolling. The classes count toward graduation requirements as they fulfill the elective requirements.

	CTE programs and pathways

The following is a list of the CTE courses currently offered to Sierra students:

1. Administrative Justice
2. Computer Programming & Game Design I
3. Careers with Children
4. Culinary Arts/Food Service Hospitality
5. Auto Tech I
6. Small Business Management
7. Fashion Merchandising
8. Interior Design
9. Health Careers
10. JROTC 1
11. JROTC 2,3,4

All Sierra students are encouraged to take CTE classes; however, many students on the professional career path struggle to fit them into their schedules because of conflicts with advanced placement courses.

Sierra also offers many other classes in our different departments that provide real world applications. Our Industrial Technology – Agriculture department offers the following classes: Wood 1-3, Basic Ag Mechanics, Sustainable Ag, and Ag Leadership, Floriculture, Ag Science, Welding 1-2, Drafting 1-3, and Digital Photography. Our Life skills departments offers: Farm to Fork, Culinary Arts I, Food and Nutritional Science, Fashion Design I & II, Interior Design, and Life Management.

Sierra has a constant presence of military recruiters on campus actively recruiting our students.	Military recruiting

This school year 7 Sierra High students were given the opportunity to participate in Youth in Government Day hosted by the San Joaquin Country Office of Education. Selected students were given the opportunity to job shadow a mentor within a Country Administrative/Leadership position. Students spent the day working with their mentor learning job duties, skill, etc…. Students were given the opportunity to job shadow in the following departments: Agricultural Commissioner, Assessor-Recorder-Country Clerk, Auditor-Controller, Behavioral Health Services, Park & Recreation, Stockton Metropolitan Airport, Sheriff-Coroner-Public Administrator, San Joaquin General Hospital, Public Works, Human Resources, Public Works, Probation, and the Public Defender.	Youth in Government Day
All courses in Family and Consumer Sciences were developed with the Standards from the Department of Education. Adjustments are made when new Standards are issued. Students learn the curriculum through a variety of techniques that involve reading, writing, cooperative group work, group teaching, notes, formative assessments, group projects, and presentations.	Family and Consumer Science Standards
The Social Science department has developed their curriculum arounds content standards and common core standards. All students at Sierra have access to enroll in advanced placement Social Science classes starting their sophomore year with AP European History with no prerequisites. The Social Science department is currently developing a new course that will be offered next school year.	Social Science Content Standards
All students take college prep English for four years, either traditional or Honors/AP track. Some students take additional support classes, such as reading proficiency and ELD, but these do not count as English credits for graduation, so they must take English as well. Therefore, all students from all subgroups take rigorous classes rooted by our ELA reading and writing standards.	ELA requirements and standards
Special Education curriculum is modified, but remains standards based. Students have access to the curriculum through their tablets, classroom books, classroom computers, and student books. In the resource classes within the Special Education department (Modified English and Modified Algebra A/B) curriculum is the same as mainstream classes use. In English they read the same rigorous novels and use the same Study Sync material as the mainstream. In Algebra A/B the Big	Special Education curriculum, standards

Ideas curriculum and the online ALEKS program are used, just like the mainstream classes. Our RSP students are mainstreamed for Social Science and Science classes and are offered study skills support to assist them. In the SDC classes, students are taught the same concepts, however, curriculum is modified to meet their needs.	
In the Business Department, all students have equal access to the curriculum. English Language Learners have access to headphones and can practice their typing skills through dictation in their own language.	Business department
The science department is transitioning into the Next Generation Science Standards (NGSS): teaching and assessing disciplinary core ideas, cross-cutting concepts, and science and engineering practices. Incoming students are being prepared through programs in vertical articulation at the feeder schools and are in after-school science programs focused on coding, robotics, medicine, anatomy, physiology, entomology and astronomy for both our students and middle-school students from our feeder-schools. Some of our science teachers teach district-wide summer programs at the district office in various STEM subjects and are implementing a new specialized "belt-line" program where our Computer Science students are accepted directly into Delta College engineering classes, and then into the University of the Pacific School of Engineering. Students are gaining hands-on skills in various scientific disciplines that not only focus their interests and prepare them for rigorous college academic demands, but also help them explore the range of STEM career opportunities available to them. Students are learning skills in soldering, coding, robotics, autonomous drone engineering, 3D printing, orbital dynamics and rocketry, remote environmental sensing, dissection, ecology, physical therapy, sports medicine, endemic-endangered species research, astronomical research using professional optical and radio telescopes, graduate level research in Electron Microscope technologies, real-world physics applications, and careers in engineering and space exploration. Most of these programs are focused on the NGSS Engineering and Science Practices of modeling, conducting investigations, and arguing from evidence.	NGSS Standards
The Foreign Language department implemented brand new curriculum during the 2016-2017 school year. This curriculum is directly tied to the World-Readiness Standard for Learning Language (Communication, Cultures, Connections,	World-Readiness Standard for Learning Language

Comparisons, Communities). In fact, each piece of the curriculum displays the exact standard(s). The new curriculum is also directly tied to the Common Core standards. All students who are taking Spanish classes at Sierra have access to the standards based curriculum. However, the Foreign Language department is still beginning the exploration process in terms of each standard and its tie to the curriculum. This is due, in part, to the fact that the curriculum is new.	Foreign Language curriculum adoption
Manteca Unified School district offers summer internships for MUSD high school students and former MUSD students who are currently enrolled in college. Internships of two, four, and six weeks are available. Last summer there were fifty-six paid summer intern jobs in various departments ranging from information technology and purchasing to nutritional services. The internships are a way to expose the students to possible careers in education. Some of the internships can lead to being hired by the district. The district wants to give interns the best overview of what the district has to offer and hopefully "home grow" their future workforce. Intern positions available include clerical, database, facility planning, IT help desk, networking, nutrition, software support, teaching, and warehouse.	MUSD Student Internships
Be.tech is MUSD's dependent charter high school that is open to high school students who wish to prepare for a career while in high school. The school currently offers four career academies: Culinary Arts, Industrial technology & fabrication, game design and first responder (Public Safety). The non-traditional school features commercial facilities including a high-end commercial kitchen, student operated café, industrial metal shop fitted with current technology, and a street scape that mirrors a downtown city setting. The professional setting gives students the opportunity to learn technical skills needed in the workplace. Students completing the four-year program earn their high school diploma as well as industry-recognized certificates. The school, located at the district office complex offers several open house and tour opportunities for students throughout the year. Students who demonstrate a strong interest in one of these pathways as a career are encouraged to enroll for the school that has a competitive enrollment process.	Be.Tech Charter

Student-Parent-Staff Collaboration

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

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

Findings	Supporting Evidence
In 2015, Sierra High School piloted *Success 101*, a course dedicated to transitioning incoming freshmen to the rigors of high school. Each student develops and maintains a 10-Year Plan that they can access at any time. During the 10th, 11th and 12th grade years, students complete a series of lessons in which they reassess their career pathway and update their 10-Year Plan. In 2017, Sierra High was named as a demonstration site for the Get Focused Stay Focused program. As part of the program, student interviews are held each semester as well as Parent College and Career Nights.	10-Year Plans Parent Planners
At the beginning of each term or upon enrollment of a new student, teachers are given an "IEP at-a Glance", or shortened version of the student's IEP, which contains supports and accommodations. Teachers maintain e-mail communication with other staff and parents. Students and parents are strongly encouraged to register for Student-Parent Connect, an online program that allows them to monitor attendance and grades. IEP meetings are held yearly or as needed, including transition meetings for graduating students. Students with IEPs are closely monitored to maintain appropriate support for their learning needs and proper course placement.	IEP At-A-Glance
Several other programs include processes to monitor and re-evaluate students' placement. For instance, students have access to and they are encouraged to take an Honors or AP class. Teachers evaluate writing portfolios in PLC's to determine Honors or AP potential. Algebra and English students are monitored for vertical placement depending on their ability level and class performance.	English Honors 1 and 2 Requirements English Portfolio Review Process, Math and Honors Placement Criteria; ELA and Math Articulation Agendas
Foreign language and math classes recommend that students earn at least a C to move on to the next higher level of course work. Low achieving students are referred to counselors to review appropriate placement, especially in sequential courses.	

Some students decide to repeat the course, others choose to move on to another pathway. Assessment data indicates that this policy may not be very effective in helping student achievement as the data shows that many students (especially in math) are struggling to demonstrate proficiency or mastery of the CCSS. As a result, we added the *Get Focused Stay Focused* program three years ago with the goal of building self-efficacy and self-discipline in our students.	
The English department holds articulation meetings six times per year with regional Junior High teachers. Sierra receives information from feeder schools for individual placement in classes such as Reading Proficiency and English Honors 1. Students placed in Reading Proficiency must be 2-3 grade levels behind in reading based upon SRI (Scholastic Reading Inventory), and students eligible for English Honors 1 must earn Proficient or Advanced on the Language Arts SBAC test, an A or B in language arts, 3 or higher on district writing proficiency test, and an SRI of 1200 or above. For placement in the appropriate class the English department may review students who do not meet those standards. This allows teachers to maintain rigor and place students in classes in which they will be challenged or supported appropriately.	ELA articulation meetings, agendas and minutes Reading Proficiency placement
Students have access to all courses if they have met grade level or pre-requisite requirements. There is a review process in place for parents, teachers, and students if they feel the student has been misplaced or wants to take a class that they do not qualify for on paper. The English department reviews students by assessing their writing portfolio, reading skills, motivation, responsibility, attendance, and participation in class. Once a student is reviewed, notification is sent out to the student, parent, and counselor to make the necessary class changes.	Student/Parent review process

Post High School Transitions

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

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

Findings	Supporting Evidence
Sierra High School has programs that prepare students for the transition from high school to post-secondary options. Many departments cover resumé writing, letters of introductions, interviews, and requirements for college entrance applications and job searching. Many students complete job applications and earn industry recognized certifications (Food Handlers, ServSafe, and Adobe). Sierra has classes in most departments that are A-G and/or are articulated with a college. Our math classes meet the NCAA compliance requirement.	Course selection guide
The last few years, Sierra has housed two programs that are run as academies: be.connected and be.farm2table. These programs were started by teachers seeing a need, completing an application, and receiving funds from the district to provide additional classes with industry driven curriculum. be.connected's pathway is: Video Editing, Communication by Design, and Connected English. Be.farm2table has a pathway which includes: Life Management, Culinary Arts I, Farm to Table, and CTE Food Service and Hospitality. These classes are open to all students who meet the minimum qualifications.	be.connected, be.Farm2Fork
Students at Sierra are encouraged to further their education through junior colleges, UCs, CSUs, private universities, and trade schools. Military presentations are also offered during the school day to all students. Various departments have speakers come in and present information on entrance requirements, scholarships and job/career opportunities for all students within their subject matter.	College speakers, student speakers
College and Career Readiness is focused on in many classes on campus. For example the Ag and Industrial Technology departments teach students about apprenticeships; in Business they complete a career search and create a business plan; and the Science department has an agreement with Delta College and UOP to bridge our students through the engineering field.	

Get Focused Stay Focused is a new program to Sierra. Success 101 (Get Focused) is for freshmen that focuses on their 10-year plan and post-secondary education/training options. The module 1 of Get Focused Stay Focused follow-up is covered in our sophomore World History class. Presently, module 2 will be covered in English III and module 3 will be covered through a series of pull-out days. The Stay Focused curriculum is covered in our sophomore World History classes and follow up on what had been taught in the Success 101 class. We are still making plans as to which junior and senior level classes will incorporate the other Next Step modules. This program has replaced Sierra's AVID program.	Get Focused Stay Focused
In addition, Sierra High School provides programs that give students opportunities for career exploration as well as prepare them for postsecondary education and/or pre-technical training. Through the standards set by these programs, Sierra implements strategies for transitions to post high school options. For example, through the counselors, Sierra ensures that students are informed about the ACT, PSAT, SAT, and ASVAB tests through various forms of contact, such as one-on-one meetings, email, the PeachJar App, morning video announcements, and social media.	
The English department also invites back recent graduates for a panel discussion with juniors. Students on the panel have all chosen different paths after high school, so the program allows current students a glimpse of the future and a chance to get advice in how to approach it.	English department panel discussions
The counseling staff keeps students well-informed about college related opportunities through CSU and UC application workshops, college visits, career day, STEM related field trips, and scholarship awareness. Students gain knowledge of these programs through the morning announcements, as well as through one-on-one counseling sessions, school email, social media, the PeachJar App, and through large, visible posters within proximity of the counseling office. To ensure that Sierra is having a positive impact on students, we conduct a 5-year follow-up to gain candid information about the status of our alumni's lives and career choices to allow staff to look honestly at the effectiveness of what Sierra does and reevaluate/restructure if necessary. Prior to the recession, Sierra used to have a full-time career counselor that handled much of	Counseling Responsibilities

the career oriented legwork and organization that the counselors now conduct. However, that position was eliminated in 2008 and 2009. Now that the economy is recovering, it would behoove Sierra to hire a career/college counselor as well as reassessing how the job can be done in a way that is both efficient and effective for students at all levels. As a testament to the effectiveness of Sierra High School's program, the Class of 2017 posted a graduation rate of 99.2%. To ensure that graduates are, in fact, prepared, students are followed for 5 years after graduation through phone and email surveys to track their plan and if they are on pace to complete it.	Graduation Rate

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

In summary, Sierra High School offers a great number of opportunities for students to explore their college and career choices. While we offer many options, one finding is that we do not have someone to coordinate these efforts. The efforts are shared by many. Often, there is overlap between departments and many students may be doing repetitive work. Sierra would benefit greatly from a system that allows us to align our efforts across departments and vertically across grade levels.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

Students at Sierra High have access to rigorous, standards based academic and career-technical curricular choices that enable them to meet graduation requirements (99.2% Graduation Rate).

Block scheduling offers students access to more programs and greater flexibility to explore curricular areas and seek remediation and support as necessary.

Sierra provides many opportunities for students to prepare and plan for the future, with the 10-year plan as a way to focus their exploration.

Communication is strong between Sierra High and its feeder schools.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

The number of Hispanic students taking AP classes has increased; however, members of this subgroup are not taking advanced classes in proportion to their population.

Sierra High would benefit from a career/college counselor to coordinate college and career readiness curriculum and support.

PLCs are in place in all departments, but there is a discrepancy in the effectiveness of the groups. To be successful, more accountability for PLCs is needed.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the Schoolwide Learner Outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

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

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

Findings	Supporting Evidence
When it comes to evaluating the extent to which students are involved in challenging and relevant learning to achieve academic standards, we rate Sierra High's teaching performance as above average. The classes at Sierra High effectively communicate outcomes and expectations to students daily. Per teacher observation data, more than 90% of classes clearly communicated outcomes and expectations to students in a variety of forms, including written, digital, verbal, and study skills calendars. However, approximately 63% of classes had academic standards explicitly stated to the class, either verbally or in writing. Classroom observation data documented that a substantial amount of instruction was directly aligned to outcomes, expectations, and standards when posted.	Classroom Observation Data

Study Skills Calendar, OneNote digital calendar, posted in class

Classroom Observation Data |
| Furthermore, observation data indicates that Sierra High addresses all Schoolwide Learner Outcomes (SLOs), which replaced ESLRs in 2014. SLOs include communicate effectively, develop problem solving skills, nurture positive relationships, becoming responsible citizens. Classroom observations report that all four SLOs are posted and present in classrooms to a significant extent. The SLOs were observed in classroom instruction but not necessarily stated by the teachers.

As it pertains to college and career-readiness standards, a | SLO posters

9/1/17 student interview panel

SAT Data Reports |

variety of data indicates that the school is delivering instruction to diverse populations to help prepare them for either college or a career post high school. Numerous honors and advanced placement (AP) courses are offered across departments. According to SAT data, males and females are scoring at approximately equal levels for math, reading, and writing. SAT data also indicates a larger population of female students are taking the test as compared to male students. The ethnic breakdown of the SAT scores shows that our school has several minority groups that are below the state and national average. Specifically, our school had significantly low performances for Black or African American students in writing. In addition, school GPA for 2016-2017 indicates that students are achieving at similar levels throughout all demographic areas. Although the 2.75 GPA for African American students is close to the 3.03 school average, it is still the lowest performing ethnic group.

Data from IEPs and academic grades suggest that the SPED and teachers are providing high quality instruction to the majority of students. The school follows the IEP protocols set forth by Board policy and legal frameworks to best serve this population. Our master schedule includes Study Skills support, Modified, Functional, and Adult Vocational Life Skills (AVLS) classes. In our IEP teams, all stakeholders discuss and decide which classes are most appropriate for maximum learning for each student. Teachers also implement modifications and interventions as set forth in IEPs. Based on current GPA, approximately 80% of students are passing their classes. Furthermore, about half of these students are enrolled in one or more mainstream core academic class. From this population, only 16 of 88 students have failing grades, which is also comparable to the 80% pass rate.

Overall the aforementioned data and information supports the conclusion that students are engaged in challenging and relevant learning that directly connects to lesson outcomes, college and career-readiness standards, and schoolwide learner expectations which are woven into lessons and instruction.

GPA Data Reports

AP / honors courses

Q Data Reports

Board Policy

IEP Trainings for Administrators

IEP at a Glance forms

Student Understanding of Learning Expectations

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

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

Findings	Supporting Evidence
Classroom observations show that more than 90% of classrooms communicated outcomes and learning objectives for daily lessons and curriculum. These were communicated in a variety of techniques including traditional posting, digital posting, verbal communication, and study skills calendars. In addition, the same data suggests that the majority of classes have appropriate state standards and objectives posted and accessible to all students. Data shows that virtually all classrooms had objectives and standards that matched what was being taught when specified as noted on observation forms.	Classroom Observation Data Teacher Lesson Plans OneNote Calendars Admin Evaluations
Classroom observation forms report that all 4 SLOs are being addressed and incorporated into daily lessons and curriculum across departments. This does not mean that teachers are stating them explicitly. Most teachers have SLO posters posted in their classrooms.	SLO Posters
Student interviews indicate that students are very aware of the general expectations in each class. However, students also state that they are mostly unaware of the specific SLO and/or academic standard being addressed, which indicates that teachers should be stating and reviewing them explicitly in class.	9/1/17 Student Interview Panel
As a site, we regularly send ambassadors to the Quality Instruction for Student Achievement (QISA) team meetings, where the goals are to explore, understand, discuss, and plan for implementation of the new standards. QISA teams collaborate with other teachers across the district, evaluating current practices, exploring new materials, strategies, and assessments, and understanding legal frameworks for state testing and accountability. These findings are later reported to the rest of the Sierra faculty in department meetings, Professional Learning Communities (PLCs), and informally as evidenced by the department and PLC OneNotes. QISA groups also develop common finals to be used across the district.	QISA OneNote, PLC OneNote, Department OneNote, District Sign-in Sheets, District Reflection/Evaluation forms

Differentiation of Instruction

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

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

Findings	Supporting Evidence
Data collected from classroom observations show that various instructional strategies are utilized to meet the needs of most students. Examples include collaborative learning, group or partner work, and use of technology. Most teachers have well-constructed lessons that include a variety of instructional strategies such as demonstration, collaboration, group interaction, and practice to meet the needs of our diverse student body. The majority of lessons observed are varying instruction to meet the needs of critical subgroups by using a variety of instructional strategies to address different learning styles.	Classroom Observation Data
Teachers are aware of most of the critical subgroups in their classes. For example, teachers are specifically made aware of both English Learners (ELs) and Special Education students in their classes. Also, teachers are also made aware of the different ethnic subgroups in their classes. However, teachers are not specifically made aware of socioeconomically disadvantaged (SED) students in their classes, unless the student is identified as Homeless. Although teachers may use strategies to address SED needs, they are not aware specifically of who these students are in their classrooms.	
Examination of student work indicates that most teachers are activating prior knowledge to meet the needs of SED, EL, and Special Education students.	
Teachers with mainstreamed students attend IEP meetings and are provided with copies of IEP/504 plans. These meetings address modifications that teachers implement to differentiate instruction for these students. Teachers, administrators, and parents also occasionally attend SSTs (Student Study Teams) as the need arises.	IEP "At a glance" forms

ELD teacher student conferences are used to address those students' academic needs. StudentConnect and ParentConnect allow both students and parents to access current grades and assignment information for each class.

Success 101, reading and math support classes as well as honors/AP classes help to address the diverse needs of the Sierra student population. Success 101 is a freshmen transition program that addresses social/emotional development, academic success, and career exploration. Students focus on personal and career goals in planning for their ideal life at 29. They develop a 10-year plan to help guide their choices. English reading support class is for freshman and sophomores who scored below average on a reading inventory test and required extra support. SHS has afterschool tutoring for math and English to give extra help for the students at their individual level. Algebra 1 differentiates instruction via ALEKS that helps students learn at their individual level. Honors and AP courses are designed to meet the needs of our academically proficient students. Sierra offers 14 advanced placement courses.

ELD classes are designed to differentiate instruction to the individual ELD students according to their level. Sierra has three separate classes, ELD 1, 2 and 3. Each level works on different language specific skills needed to acquire and become proficient in English. ELD teachers receive training and professional development to best differentiate instructions per specific ELD groups. ELD teacher Janet Sanders has observed that many teachers consistently modify and make accommodations to assist EL student learning. History and Visual and Performing art departments regularly allow testing in the EL room and give extended timelines for classroom assignments. The English Department often reduces the amount of vocabulary words, essay length and when possible, modifies outside reading assignments by allowing students to read books in their native language for students who are concurrently enrolled in a ELD class. Culinary Arts and Floriculture teachers modify and differentiate safety tests by allowing the EL students to take the test in their primary language.

The classroom observation survey shows that while many teachers are using a variety of instructional strategies to differentiate and meet diverse learner needs, statistics show that specific subgroups continue to underperform, including Hispanics, African American, and SED students. This suggests

Student Work Samples

ELD Teacher Interview

Get Focused Stay Focused

Reading Support

Math Support/Placement

Sierra Course Offerings

ELD Course Offerings

ELD teacher interview

that the school needs to work on additional strategies to address the needs of these populations. Staff attend literacy trainings with Janet Sanders approximately once a month as part of the PLC process. These trainings provide teachers with activities and strategies specifically designed to foster improved literacy skills across all content areas, with specific emphasis placed on EL students. Although teachers are encouraged to utilize aforementioned strategies, there is no data to measure how many teachers are implementing said strategies and what impact they are having on improving schoolwide literacy skills and scores. Overall there are numerous ways that teachers at Sierra are differentiating instruction for a variety of subgroups, including but not limited to ELs, Special Education, SED students.	Literacy Coach/Trainings

C2. Student Engagement Criterion

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

Indicators with Prompts

Current Knowledge

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

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

Findings	Supporting Evidence
According to classroom observation data, Sierra teachers are using a variety of teaching strategies. Strategies observed include direct instruction, collaborative learning groups, partners, classroom discussion, guided practice, independent practice, accessing prior knowledge, progress monitoring and checking for understanding. The effectiveness of each strategy was not measured using the classroom observation tool. Along with the use of diverse methodologies, over half of teachers incorporate multimedia and technology to either deliver, reinforce, or practice curriculum and content.	Classroom observation data Classroom observation comments
Sierra is a Microsoft Showcase School and all students have a district issued tablets. This allows all students the ability to access digital curriculum and other programs that enhance learning and allow teachers to utilize technology on a daily basis for curriculum delivery. OneNote is a widely used technological platform at Sierra. OneNote allows teachers to communicate, organize, and deliver content through their students' devices, so that students have direct access to the curriculum digitally. Teachers use a variety of technologies to support their instructional practices and curriculum, including PowerPoint, Kahoot, Illuminate, Quizlet and Turnitin.com to deliver instruction, check for understanding mastery and assess student learning. Specific departments have adopted digital curriculum where the majority of work and assessments occur online in a digital platform.	Illuminate OneNote Pepper Professional Development ED-Con-District wide professional development conferences and workshops OneNote Quizlet Turnitin.com Kahoot Professional Development Surveys Vista Higher Learning for foreign language

At the site level, all teachers are part of a PLC group. These meetings are used to assess student performance data and develop common assessments. Data is then used to determine best teaching practices and instructional strategies to improve student achievement. Also at the site level, Teachers earn Pepper Hours and are able to tailor their own technological training via online modules. Teachers attend AP trainings, PLC trainings, Illuminate trainings, CTE trainings, curriculum trainings for new adoptions. Teachers are also required to attend the District wide EdCon professional development day. Teachers here keynote addresses, attend various workshops on technology	PLC meeting agendas Pepper EDCON PLC-Solution Tree Conferences

Teachers as Coaches

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

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

Findings	Supporting Evidence
Many teachers work as coaches to facilitate learning. Teachers identify, address, and support students' academic needs. Many initiate interventions for struggling or underperforming students, and communicate with students, parents, staff and administration to develop plans for support. They create supportive learning environments through the establishment of positive behavior norms in individual classrooms and encourage positive contributions to school culture.	One-on-one conferencing Positive referrals Teacher / student e-mail communication
Teachers and counselors identify underperforming and struggling learners and they are placed in support classes where teachers are able to slow down the pace of content and provide additional scaffolding and support. These courses serve as preventive programs to help students succeed.	Reading support for freshmen and sophomores Algebra A and B ELD classes
Advanced learners are also identified and encouraged to participate in AP courses, and other accelerated programs. Teachers also identify the unique strengths of individual students, and encourage them to participate in student clubs, organization, specialty courses and programs such as Leadership Class, Peer Resource, and the S.P.I.R.I.T. Committee.	Recommendations for honors classes Leadership teacher Student Reps on WASC committee S.P.I.R.I.T committee Link Crew Peer Resource Program
Caseworkers for each RSP & SDC student provide teachers with an IEP "At a Glance" form that details accommodations and modifications needed to best serve RSP and SDC students. Teachers attend and contribute to IEP meetings. In addition, teachers and SDC/RSP instructors maintain communication to support mainstreamed students.	SSTs, IEPs, 504s RSP and SDC/IEP Forms IEP Meeting Notes IEP "At A Glance" forms
ELD 1, 2, and 3 students receive extra help and support during period 1 classes. ELD teachers serve as advocates who communicate with core teachers on a regular basis. Additionally, they coach ELD students on study skills and reading and writing strategies. ELD students have access to math and science tutoring during study hall on Tuesdays, Wednesdays, and Thursdays.	Tutoring Schedules

Students in the 9th grade are enrolled in Success 101 classes are coached and guided by teachers to create 10-year academic and professional plans.	Success 101 & Next Step Classes
Teachers complete academic progress checks for student athletes and work with coaches to ensure athletes maintain academic eligibility.	Student Progress Check forms Teacher / coach e-mail communication
Some teachers identify and refer struggling freshmen and sophomore students experiencing academic and/or behavioral issues to the peer resource program. Students meet with peer counselors one-on-one on a weekly basis. These peer counselors are coached and trained by an experienced teacher. However, data shows that out of the 180 students teachers referred during Spring term 2017, approximately 70% showed academic improvement. Data indicates that the majority of teachers are not regularly referring students to peer resource. Of the 288 referrals that came from the D/F list, the success rate was approximately 30%. This indicates that the effectiveness of the Peer Resource program is higher when teachers identify and refer freshmen and sophomore students early in the term. Juniors and Seniors are referred to the counselors for these services.	Peer Resource Program Peer Resource forms, records, and documentation and data
Teachers are advocates for students by identifying and referring student with emotional and behavioral needs to meet with trained Valley Community Counselors on campus. The teachers also have open communication with the counselors regarding student needs.	Valley Community Counseling Referral

Examination of Student Work

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

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

Findings	Supporting Evidence
Classroom observations indicate that over half of students were applying skills in ways that required them to organize, access, and apply knowledge already learned. Many students are using the tablets and other devices to access and create knowledge in various subject areas. Many students access and organize knowledge using OneNote Notebooks.	Student/teacher OneNote Notebooks Classroom Observation Data
In the English and Social Science Departments, students conduct research for projects, reports, and presentations. Students utilize various online tools to access information. Students organize their learning using a variety of strategies (folders and notecards, or digital notecards and/or source sheets) in OneNote.	English Writing portfolios
Band and music classes provide students the opportunity extend their learning by participating in Honor Band and choir activities outside of the school day. FFA and Ag classes also give students the opportunity to extend knowledge as they work on the school farm, and participate in a variety of hands-on, project-based learning activities such as field trips, fairs and competitions.	Honor Bands and choir FFA/Ag school farm, activities, field trips, fairs and competition
NGSS science standards are largely project-based. Many projects allow students to serve as experts using information and learning in class or through research.	NGSS Science Standards Solar Eclipse Day Projects Science weather balloon/robotics)
As part of Success 101 and Next Step classes students apply acquired knowledge to create 10-year plans regarding their educational and career goals. Student extend their learning as they participate in mock Interviews and job shadowing experiences	Success 101 Mock Interviews Student Career presentations
Utilizing technology and project-based learning, students in Be.Tech classes on campus draw on acquired knowledge to engage in research, invent knowledge and communicate what	Be.Tech Charter

they learned in the form of digital projects.	
Although the aforementioned departments and classes utilize extended learning opportunities, classroom observation data shows that approximately 20% of teacher are using project-based learning as a means of providing opportunities for students to organize, access, apply knowledge and extend their learning.	Classroom Observation Form

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

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

Findings	Supporting Evidence
One of Sierra's SLOs is to develop problem solving skills. Classroom observation data reports that approximately 70% of teachers address this specific SLO in daily lessons. Evidence found in the Classroom Observation Comments suggest that many students are thinking, reasoning and problem-solving in both individual and group settings.	Classroom Observation Data
Representative samples of student work can be found not only on classroom walls but online in digital notebooks, portfolios, and discussion communities. Samples also include performance and project-based activities and assessments.	Classrooms Online (OneNote)
In English and Social Science, anecdotal evidence shows students demonstrate problem-solving strategies by taking larger projects and breaking them down into smaller, manageable chapters. The students develop a timeframe for the project and then adhere to it within collaborative groups. In Industrial Technology, students work independently to develop a Power Point as their final exam based on notes and direct instruction. Science students demonstrate their ability to problem-solve by creating and presenting a genetics project applying concepts previously learned. Departments that use project-based learning provide students with opportunities to demonstrate higher level thinking and problem-solving skills beyond the boundaries of traditional assessments, but said data is difficult to quantify.	OneNote Notebooks English Writing Portfolios

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

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the Schoolwide Learner Outcomes.*

Findings	Supporting Evidence
Representative samples of student work from various departments indicates a significant integration of technology here at Sierra High. Based on the school wide observations data, half of students were reported to be using technology during class time. Students use technology for generating work, completing projects, collaborating, communicating with teachers and peers, and participating in formative and summative assessments. Student access includes obtaining, synthesizing, reporting, and interpreting information in the classroom and beyond via their school issued tablets.	Classroom Observation Data Microsoft 360/OneNote
All students have access to technology. Sierra High is a one to one school meaning each student is issued a digital tablet device which allows internet access as well as access to the programs and aps offered by the district software center. Student have immediate access to their grades in each of their classes. The Q data system on campus includes StudentConnect. This option provides all students (and parents) with updated grade and assignment information. This empowers students to self-monitor their performance in the classroom.	Illuminate, Socrative, Microsoft Forms, textbook curriculum sites such as Launch Pad, MyPsychLab, etc…
In addition, students also have access to Illuminate (and other assessment sites) which is a new adoption by the Manteca Unified School District. Illuminate is an online assessment and data management program.	MUSD Software Center/programs
The degree to which this technology integration has occurred is uneven between departments. Looking at data on the use of digital technology in assessment we see that PE and Business scored low whereas English, Math and Social Sciences show extensive use of technology in effectively assessing their students.	
The Spanish department has an entirely digital curriculum, so students are required to have and use their tablet daily for lesson content, independent practice, and assessments.	Spanish curriculum

Data shows that teachers are using technology in various ways but that does not always translate into students effectively using technology. In the classroom, what that would mean is that students are accessing online curriculum, using internet browsers and search engines to meet requirements of assignments. Some of the departments rely heavily on technology for students to demonstrate learning and mastery. The English Department uses Turnitin.com for most essays. Other classes also have required use of technology including: Broadcast Journalism, Video Editing, Digital Photography, Communication by Design, Connected English, Computer Applications, Spanish classes already noted, many of the Science courses, and CTE courses such as Computer Programming and Game Design Technology. As new curriculum is adopted, more and more of our courses are available via internet and curriculum links.	Classroom Observation Data Turnitin.com, Google Classroom

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

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

Findings	Supporting Evidence
Examination of student work and teacher observations show that many courses do connect students to the library and multimedia sources, data bases, original source documents, computer-information networks and resources which link students to the real world.	Student Work Samples

Gale Research Program |
| In preparation for writing papers for English classes, student work and teacher/classroom observation show that students use computer-databased research on school provided tablets in the effort to conduct their research. ELD classes utilize technology for writing and to translate assignment directions. Rosetta Stone, an online language program, is utilized for some learners as well. Social Science student work and observations demonstrate that students are connecting their assignments to current events. Students reach beyond the text, for example, for a stock market project, picking a stock and then tracking their gains/losses during the term. Also, students are using and analyzing primary source documents in the completion of some assignments. Student work and observations in Science show that there is a high level of multimedia and laboratory activities that relate to real world events and include the use of high-powered telescopes, weather balloons, rocket launchers and student-programed robots. In Math, Algebra 1 Robotics teaches students computational thinking as well as programming. The robotics technologies allow students to extend their knowledge and visualize mathematical situations. In Industrial Technology, many assignments/hands-on-projects connect to the real world and are current to the industry. Business also uses activities to allow students to create real world documents. Students in the Business and Personal Finance course must complete budget projects based on dealing with today's current economy (wages, interest rates, etc.). Accounting students use a simulation that gives a 'real life' experience also. In Consumer and Family Sciences, many student projects demonstrate the students are accessing technology to complete their work and | Teacher/Classroom Observation

Common Core Standards

ELD

NGSS Standards |

almost all of these projects connect to and can be used in the outside world. Students can work to receive their Food Handlers Training and Certificate online through various Consumer and Family Sciences courses as well. In Visual and Performing Arts, most projects show that students are using computer-based applications for image gathering and classroom assignment completion. In summary, classes that require writing, presentations, and projects provide students more opportunities to extend and connect curriculum and learning beyond the textbook and classroom setting.	CTE Standards

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

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

Findings	Supporting Evidence
There are opportunities for shadowing, apprenticeship and community projects, however, most of these opportunities are embedded in the requirements of specific courses.	
All freshmen enroll in a Get Focused Stay Focused course entitled Success 101 that allows optional college credit. Students develop an individualized 10-year-plan and explore college, career and personal growth. Students in this course participate in mock interviews and job shadowing as they relate to the particular careers they research.	Get Focused Stay Focused Student Portfolios
CTE classes provide multiple opportunities for students to job shadow and gain work experience at various jobsites in career fields such as nursing, healthcare, fashion design, advanced culinary, and child development.	CTE classes
Sierra High School has two career academy programs on campus. Be.Farm2Table includes a course called Farm to Table that allows students the opportunity to experience work in our green house by planting, growing and harvesting food that is then used in class to prepare meals. Be.connected is another career academy program that offers students interested in multi-media arts exposure to Adobe programs, graphic design theory, video production, digital story-telling, infographics, social-media marketing, and web-site design.	FCCLA Industrial Technology
Leadership class plans most of the school events/projects. They study different leadership styles and learn about SMART goals. The students are responsible for every aspect of school events including budgeting, personnel, marketing, facility coordination, communication, and implementation. Leadership class engages in various community service activities. Students have a chance to own and operate an agriculture-related business or enterprise. The basic requirement is that the students own their enterprises, equipment and supplies, make the management decisions and take a financial risk, with the	Agriculture program Ag Leadership Class Career Academy programs Student Government/ASB Class

ultimate goal of earning a profit. As part of an ownership/entrepreneurship SAE, students can operate a lawn care service; produce bedding plants, flowers or crops; or raise animals or livestock. Approximately 90% of our chapter's ownership/entrepreneurship SAE projects involve raising breeding and market livestock. The Interact Club and Community Service Leaders are clubs on campus that help students gain community service experience with an emphasis on building leadership skills.	

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Teachers at Sierra High School base instruction on state standards. Standards are the basis for all instruction in core content areas and electives. In some cases, content standards are relatively new (such as NGSS). Teachers in these areas are in the middle of mapping these standards to ensure that they are embedded into instruction. As a whole, our faculty uses a wide variety of technology within the classroom as all students have a device. Many teachers remain at the forefront of their respective disciplines with regards to trends, instructional needs and the most up-to-date standards-based instruction. Critical learners are supported through many different avenues, but as a school, consistency in the utilization of said programs could be improved. We would also like to improve the extensions beyond the classroom, but are limited by finite resources available to us.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

Regular, proficient incorporation of technology by students both inside & outside of class

Regular, proficient use technology by the majority of teachers to enhance learning & instruction

Block schedule provides students with more opportunities to participate in diverse programs and electives as well as allowing students the ability to remediate courses as needed to meet graduation requirements.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

More opportunities to extend learning beyond the classroom across all content areas.

How to quantify student learning as relates to project based learning and extended learning opportunities.

Inconsistent referrals to and underutilization of Peer Resource program; lack of peer resource intervention for upper classmen (juniors and seniors) that result in less D & F grades.

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

D1. Using Assessment to Analyze and Report Student Progress Criterion

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

Indicators with Prompts

Professionally Acceptable Assessment Process

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

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

Findings	Supporting Evidence
Sierra High collects and distributes data from state and local sources.	SARC report
SBAC scores are reported to the school and are distributed to representative stakeholders and the school board. Parents are given a report of their student's individual results on the SBAC. SBAC scores are analyzed by the Site Council and administrative team. The information is made available to all teachers. More analysis is needed in this area; since the scores in Math are particularly low, additional support systems are needed to help students succeed.	SBAC scores
The Sierra High School Administrative Report Card is distributed to all administrators and the intervention team on a weekly basis. The report card includes demographics of enrollment as well as weekly discipline. The Peer Resource team also receives a copy of this report to provide intervention Sierra's top 10 tardy offenders.	Sierra High School Admin Report Card
The local newspaper reports on our standardized assessment results on a semi-regular basis.	
The process of creating the School Site Plan is a result of an analysis schoolwide data. This includes SBAC/CAASPP results, AP results, ACT and SAT data, school demographics, EAP results, CELDT results, discipline and attendance data. All	School Site Plan

of this data is disaggregated by ethnicity, socioeconomic status and disability where applicable. As a result, the Site Council makes recommendation for school improvement on a yearly basis.	
Parents have access to Parent Connect which gives them access to their students' grades, attendance and behavioral data. This provides parents a link to contact teachers and administrators directly. Students have similar access to the student portal which give them access to assignment and test grades.	Parent Connect and Student Connect
PLCs meet on a regular basis to assess the extent to which students are meeting academic standards. This includes the formation of formative and summative assessments. Some PLC groups have been very successful in this process. However, other PLC groups are still in the beginning stages of PLC development.	PLC Minutes
Students interviews indicate that most teachers are not directly referencing the SLOs on a daily basis. However, the same interviews indicate that the SLOs themselves are tied to their learning experiences. Students recognize that the concepts represented by the SLOs are, in fact, being addressed in their classroom experiences.	Student Interview 9/2/17
The previous WASC action plan and the correlated site plan have the SLOs as the main subject areas.	Preview WASC action plan
Incoming 9th graders are normally placed into either a regular Algebra 1 class or are placed into a year-long Algebra A and B sequence for the entire year. This placement is based on previous test scores, teacher recommendations and counseling.	Course placement policies
As a staff, we do not regularly analyze student data. SPED uses data to determine student classes. This is inconsistency in terms the application of the assessment data. Individual departments do look at applicable assessment data; however, the entire staff does not always.	Staff agendas
English does not directly analyze the SBAC or the EAP results in their meetings as a department or in PLC. Although English explores general ways to meet student needs, more specific analysis of students assessment data is needed.	English department PLC and department agendas
Math uses SBAC results for initial placement but does not use the results from the 11th graders to make any programmatic changes.	Math department PLC and department agendas

Monitoring and Reporting Student Progress

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

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

Findings	Supporting Evidence
School Site Council is kept informed of all pertinent schoolwide data on a monthly basis. The council is comprised of a representative group of all stakeholders.	Site Council minutes
The leadership teacher and a selected student gives regular reports to the school board regarding student achievement and recognitions.	Monthly Board Reports
Some PLCs regularly assess student achievement data as it relates to the achievement of academic standards. Science, Foreign Language, Math Articulation with junior high, English articulation with the junior high	PLC minutes
Through the individual transition plans and through IEPs, the SPED department addresses college and career readiness for SPED students.	
The school's social media accounts and website are used to disseminate information about college and career information nights inform parents and the community of various activities, needed information and happenings on campus.	Social media platforms
Counselors have regular meetings with students to determine future goals at all levels to determine and assess the appropriate pathways. Meetings throughout the year include the following:	Counselor calendars
Throughout the year, parents and students are kept informed of what is required to progress both in and beyond high school. These meetings include, an 8th grade parent night, a Financial Aid night, College Application night, regular counselor meetings with all students, Get Focused/Stay Focused presentation nights, and Back to School nights.	Student/parent informational meetings

Monitoring of Student Growth

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

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

Findings	Supporting Evidence
All current curriculum is standards aligned through district policy. The PLC time is used, in part, to study the applicable standards and their application in the classroom.	PLC calendar
Professional development on the site level over the last three years has focused on improving literacy strategies in all areas to help students achieve the academic standards.	Staff reports of professional development
All teachers were required to participate in 12 hours of professional development in the years 15-16 and 16-17 as tracked through Pepper. Many teachers did much more.	Biannual EdCon
District level professional development focused on improving technological prowess to help students access the online curricular resources. Also, teachers were given tools further use technology to achieve the academic standards.	
Grades are the primary way that Sierra uses to determine if students are meeting the academic standards for a particular course. However, some departments have begun the process of creating common formative assessments which determine specific mastery of standards. Many departments are implementing common summative assessments as well. There has been a concerted effort to move towards common finals as a district; some departments are using these to determine the extent to which students are mastering the standards for their particular course.	Grade level conferences
Students regularly meet with our four counselors to determine academic growth, areas of need, and to assess future college and career goals. These meetings happen on both a formal, regular basis and on an as needed basis. The counseling department has set calendars to follow with regards to grade level conferences.	Counselor meetings

D1.3. *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
Teachers across campus follow a school-wide cheating policy. However, students report in student surveys that cheating is still taking place.	Cheating policy, Student Survey
Some teachers utilize Turnitin.com website to ensure students are submitting their own work. Some teachers are beginning to utilize testing software such as Illuminate to provide formative and summative assessments. This software provides a secure browser to prevent cheating.	Turnitin.com
Block Scheduling allows for students to retake courses. Counselors adjust math classes (Algebra 1 or Algebra A/B) by monitoring progress throughout the term.	Block Scheduling/Master Schedule
Some departments allow students to retake or remediate tests or assignments to improve scores. This allows students to show they have mastered the material.	Testing remediation
Teachers and Counselors hold Student Success Teams for students at-risk in an effort to promote learning and success.	Student Success Teams
There is not a uniform policy for grading student work. Some departments use common rubrics, some are developing common summative assessments. The goal of the QISA program is to create common summative assessments with the goal of moving towards common formative assessments at the department level.	QISA/Common summative assessments OneNote, Illuminate, ALEKS, Criterion

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

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

Appropriate Assessment Strategies

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

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

Findings	Supporting Evidence
Many teachers use formative assessments like asking questions, peer-to-peer assessment/collaborative work, Kahoot, Quizlet, and Socrative to review and check student understanding of content/material.	Summary from teacher peer-to-peer observations (Spring 2017).
Some teachers reviewed concepts from previous lesson, past assignments, and tests to evaluate instructional effectiveness and make needed corrections to their instructional methods and delivery. If needed, they reteach difficult or poorly understood content.	Summary from teacher peer-to-peer observations (Spring 2017).
Most teachers use District developed End-of-Course finals (where they are available) to refine teaching of material to future classes.	Results on Data Director for prior to 2017-2018 and Illuminate for 2017-2018.
Student interviews indicated that many teachers use study guides and chapter reviews for tests (both hard copy and on OneNote).	Group interview with students September 1, 2017
Student interviews indicated some areas of concern. Some students feel that some teachers on our campus are not willing to answer questions.	
Some students expressed that it was important to know why they were doing an activity and how it related to the real world. Students indicated that only some of their teachers did a good job connecting the content to the real world.	
PLCs are not consistent with their use of common formative assessments nor the use of data to drive instruction. Some content areas are moving towards this direction while others are emerging.	PLC agendas

Demonstration of Student Achievement

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

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

Findings	Supporting Evidence
Many teachers use formative assessments like asking questions, peer-to-peer assessment/collaborative work, Kahoot, Quizlet, and Socrative to review and check student understanding of material.	Summary from teacher peer-to-peer observations (Spring 2017). Reports generated from Kahoot, Quizlet, and Socrative.
Some teachers after reviewing concepts from previous lesson, past assignments, and tests make needed corrections to their instructional methods and delivery. If needed, they reteach difficult or poorly understood content.	Summary from teacher peer-to-peer observations (Spring 2017).
Most teachers use District developed End-of-Course finals (where they are available) to refine teaching of material to future classes.	Results on Data Director for prior to 2017-2018 and Illuminate for 2017-2018.
Some teachers are doing in-service (on-site and off-site), as well as conferences to get instruction on ways to improve their instructional strategies.	Participant reports at Staff Meetings and list of conferences attended kept by administration.
However, not all teachers/departments are consistent with their review of student achievement data to drive instruction. Some PLCs use student achievement data on a regular basis but most departments are still emerging in this practice.	

Student Feedback

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

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

Findings	Supporting Evidence
A significant number of students feel that the high school experience at Sierra is preparing them for college, career and life. However, there is a significant perception among student surveyed that more is needed to ensure preparedness.	47% of students responded **"Yes"** to Question 10 *Did you feel our high school experience is preparing you for college, career and life?* on the school wide student survey (Spring 2017).
Many students feel that the high school experience at Sierra is not preparing them for college, career or life. After full implementation of the Get Focused/Stay Focused program, it will be interesting to see if this perception changes. Many of our juniors and seniors have not had the exposure to this program.	43% of students responded **"Not sure"** to Question 10 *What are your plans after high school?* on the school wide student survey (Spring 2017).
The majority of students plans to attend college. It is clear that preparing students for this eventuality is important for our educational program.	70% of students selected **2 year or 4 year college** for Question 9 *What are your plans after high school?* on the school wide student survey (Spring 2017).
Very few students plan to attend vocational or technical school.	3% of students selected **vocational/.technical school** for Question 9 *What are your plans after high school?* on the school wide student survey (Spring 2017).

Some students plan to enter the military. The JROTC program is only available to students off-campus. This program was previously offered at our school site.	7% of students selected the **military** for post high school plans Question 9 *What are your plans after high school?* on the school wide student survey (Spring 2017).
Some students plan to go directly into the work force. Many CTE classes as well as ROP opportunities are available to students to expose them to the work environment.	4% of students selected **going directly in to work force** for Question 9 *What are your plans after high school?* on the school wide student survey (Spring 2017).
Many students are unsure of their plans for after high school.	16% of students selected **"Undecided"** for Question 9 *What are your plans after high school?* on the school wide student survey (Spring 2017).
Most students communicate often with teaches when help is needed. All students have a tablet along with their own district e-mail in which they can correspond with teachers if necessary. Some students do not often initiate communication with the teacher.	20% of students responded **daily** to Questions 10 *How often do you communicate with your teachers for help?* on the school wide student survey (Spring 2017).
Most teachers respond quickly to student requests for help. Many teachers respond to student requests for help in a timely manner. Some teachers do not respond to student requests for help in a timely manner. Some teachers do not ever respond to student requests for help. More follow-up is needed with these teachers.	39% of students responded **1-2 times a week** to Questions 10 *How often do you communicate with your teachers for help?* on the school wide student survey (Spring 2017). 26% of students responded **1 -2 times a month** to Questions 10 *How often do you communicate with your teachers for help?* And 15% responded **never** on the school wide student survey (Spring 2017). 55% of students responded **immediately within the day,** 24% responded **1-2 days**, 10% responded **within a week,** and 10% responded **never** to Question 13 *How quickly*

Student interviews indicate that most teachers are not explicitly stating the SLOs as a daily practice. This is counter to the expectations of administration and impact to the culture and climate of the school. However, students indicate that some teachers list the SLOs on a regular basis on a posted agenda.	*do your teachers reply to your request for help?* on the school wide student survey (Spring 2017).
After the SLOs were pointed out to students, the students indicated that teachers and administrators on campus are demonstrating and modeling the SLOs in their classrooms.	Group interview with students September 1, 2017 (all below)
Students felt that *effective communication* was promoted with group activities, in pair-share activities and by the teacher during discussions. Students also responded that teachers modelled *responsible citizenship* and *positive relationships* when they shared information about their families, children and life experiences.	
Most upperclassmen indicated that they felt ready for college and that the coursework at Sierra was preparing them for their college major. Freshmen indicated that the Success 101 class helped them to begin the search for a career and college. However, some juniors and seniors have not been able to take advantage of the Get Focused/Stay Focused program.	
Overall, students indicated that teachers made expectations clear most of the time by explaining directions, showing an example and placing both in OneNote. Most students understood what to do on assignments and could ask questions. The students indicated that some teachers make the agenda for the day/week/class very clear and other teachers do not.	
The students expressed that it was important to know why they were doing an activity and how it related to the real world. Most indicated that the more specific a teacher was the more relevant that activity became in the students' eyes.	
The students clearly indicated that some teachers were approachable and what made them approachable was their passion for what they were doing. Students equated teacher passion for the subject with student willingness to learn. Students felt like honest, passionate teachers make important connections with students. Students felt that some teachers were not approachable, did not like what they were teaching and were clearly irritated with student questions.	
Students indicated that assignments and activities matched	

tests. Students mentioned that math and science reviews posted in OneNote helped them prepare. Students stated that tutoring after school was available if they needed help with review or with an assignment. Students specifically noted that Precalculus was a mystery in terms of what to study but felt that Spanish 1 and English tests matched the curriculum. Students felt that expectations for essays were clear.

Students interviews indicated several concerns. First, our students do not know the school wide learner outcomes specifically. Many students do not feel prepared for college, career and life. A significant number of students do not have clear or specific plans for after high school. Students feel that some of the teachers on our campus are not passionate about their subject area. Some students feel that some of the teachers on campus are not approachable. Some students feel that some teachers on our campus are not willing to answer questions.

Many students have access to many CTE courses available at other campuses in our district. Approximately 150 to 200 students take advantage of this opportunity. Students express that they do not take advantage of the JRTOC program because it is off-campus.

D3.   Using Assessment to Monitor and Modify the Program Schoolwide Criterion

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

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

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

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

Findings	Supporting Evidence
All stakeholders at Sierra High are given access to the results of student progress. The board is regularly apprised of relevant testing data at its monthly board meetings. District personnel monitor student progress through the information available on our grading and test programs; student standardized testing data is available both on Q and on Illuminate.	Illuminate
The Site Council regularly analyzes student assessment and progress data at its monthly meetings. Among other things, the council monitors data coming from the SBAC, EAP, ACT and SAT scores, AP data as well as CELDT. The council analyzes the data and continues to make recommendations for improvement.	School Site Council Agendas and Minutes
The wider community and business leaders are made aware of student progress through local media outlets. The local newspaper publishes the SBAC scores and the wider public has access to pertinent school data through the CDE website.	Manteca Bulletin articles
Parents and students are made aware of progress on standardized testing results both by mail and through meetings with counselors.	Mailings
Parents and students are also made aware of student progress in individual classes through access to Parent Connect and Student Connect. Parents and students can check progress, test grades, transcripts and testing data through this program. Many parents and students are regular users of this program.	Parent/Student Connect

| Data is also provided to key stakeholder groups such as ELAC, department chairs and the school site council. | Site Council, ELAC, department chair meeting agendas |

Curriculum-Embedded Assessments

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

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

Findings	Supporting Evidence
The school site council, comprised of a representative body of stakeholders, regularly analyzes standardized assessments such as Smarter Balanced, SAT, ACT, EAP and CELDT. The council analyzes the data and makes recommendations, if needed, which are then embedded in the School Site Plan. ELAC, school site council, department chairs and other groups help with the analysis of data.	School Site Council agendas, minutes ELAC agendas, minutes PLC and staff agendas
The extent to which the staff analyzes school data is to a much lesser extent. Although English and Math are made aware of the results on the SBAC, the extent to which they use this data to make systemic changes is negligible.	
The 7th grade SBAC scores and the proficiency exam and a new placement exam and teacher recommendations are used to place students in their first math class in high school. The SBAC scores are not a factor in the placement of students in English honors.	
CELDT are used to place student one of three ELD levels. Teachers of EL classes believe the classes are too large to fully address the individual needs of students.	CELDT scores and student placement
With the exception of the WASC analysis, the staff does not necessarily look at assessment data on a regular basis as a whole. However, the new standardized tests have made it difficult to conduct whole school analysis. Some departments do look at formative assessment data in PLC groups but many departments are still emerging.	PLC and staff meeting agendas
ELD teachers e-mail the staff and let them know the level and what can be done for EL students. Several teachers are in constant contact with teachers and work with teachers to provide extended time for EL students on tests and assignments,	EL teacher reporting

scaffolding, shortened tests, allowing students to take tests with book, spoken tests. The Math, Art, and English departments are particularly collaborative.	

Schoolwide Modifications Based on Assessment Results

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

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

Findings	Supporting Evidence
Since the last self-study, Sierra has implemented the PLC model across all departments. Ideally, PLCs are used to analyze formative assessments, share best teaching practices and make systemic changes to instruction based on the sharing of assessment data on a departmental level. Some departments are using the PLC model effectively to support student achievement. However, other departments are still not following the PLC model and are not using the late start Wednesday time effectively to analyze student data.	Professional Learning Communities
The implementation of PLCs has spurred professional development in this area. Many staff members have attended and continue to attend PLC training over the last six years. PLC trainers have been to our school, staff members have visited model PLC schools and staff members are encouraged to stay current in the PLC model through the reading of articles on our OneNote staff notebook.	PLC trainings
Many professional development opportunities have been district-driven. Over the last three years, the district has offered a one-day training for high school teachers at a school site. The focus of this training has been the use of technology in the classroom both for teachers and students as well as wellness classes. In the last two years, the district has required teachers to complete 12 hours of professional development hours; the choice of PD was up to the individual teacher so the impact on students is difficult to assess. This year, the 12 hour requirement is not there.	EdCon
On a site level, Sierra keeps track of the professional development of teachers through the collection of a professional development survey. Teachers are encouraged to attend conferences and trainings in their content specific areas. These	Professional Development Survey (conducted annually)

include AP training, PLC training, CADA, Success 101 training, CTE training, and other content-specific training. Since the last self-study, the availability of professional development activities that are paid for by the school and district has increased.	
The implementation of one-on-one devices has increased the need and availability of professional development activities related to technology. All incoming students are required to complete the Digital Drivers' License training.	One to One Devices
As a result of assessment results and student need, resources have been allocated to the implementation of formal tutoring in Math, Foreign Language, Science and English.	Tutoring schedule
As a result of poor student performance at the freshman level, resources have continually been allocated to support the Success 101 program.	Get Focused/Stay Focused program
The Peer Resource program is available for addressing low student achievement. Peer tutors regularly meet with students in need and provide tools to help students improve and achieve.	Peer Resource program
Remedial classes, ELD classes, Reading support classes for 9/10, tutoring, Intervention team, Mild/moderate program are all classes offered to students who need extra academic support.	Support classes
Some staff members indicate that more math support classes are needed at more than just the freshman level.	Staff interviews

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

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

Findings	Supporting Evidence
Administrators look at the effectiveness of each program area on an informal and formal basis. This is done through classroom snapshots, classroom walkthroughs, teacher evaluations, and departments chair meetings.	
ELA began a vertical articulation team approximately three years ago. These teachers meet about 5-6 times a year to discuss progression through junior high to the high school.	ELC vertical articulation agendas, minutes
This year, a math vertical articulation team was formed to discuss progression through junior high to the high school.	Math vertical articulation agendas, minutes
Departments are fairly consistent in the application of the weights of assignments. However, there is not uniformity across the board in terms of application of weights. Homework and grading policies are not uniform across the school. Some departments are unified.	Department grading policies

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

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

Findings	Supporting Evidence
Proctors are trained and chosen for specifically the administration of standardized tests. The use of a locked browser on online standardized test ensure the integrity of the test results.	Proctor selection
Student survey results indicate that test security on individual tests in the classroom are not always secure. Many students report regular cheating.	Student survey
The district has implemented the new Illuminate program which has a locked browser to ensure testing security and to significantly reduce cheating.	Illuminate program
Students report lots of cheating on regular tests and assignments. Despite the fact that we have a cheating policy, more is needed to address this issue.	Student survey

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Within the area of assessment and accountability, Sierra HS possesses some strengths and perhaps some of the greatest areas of improvement. With regards to assessments, a variety of assessment tools are used to determine the level of comprehension of students within the classroom. Communication about student assessment is strong, and intervention opportunities are readily accessible to support all students. Structures are in place to create and modify common, summative assessments as a district.

As a site, the use of common, formative assessments is not consistent. Student data is used within the individual classroom to drive instruction, but it is not used consistently at the PLC/departmental level to drive instruction. This collaboration needs strengthening, which is the purpose of PLC's being implemented approximately six years ago. Moving towards data-driven instruction through the use of common formative and summative assessments will be a major goal throughout the near future.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

The Illuminate program is a powerful tool for formative and summative assessments

Communication about student assessment results and progress is consistent

There are many intervention opportunities

Sierra has many passionate teachers

When resources are utilized, there is a good response to struggling students

Counselors respond well to interventions and efforts to support student achievement; they use assessment results to help students with future goals

A wide variety of assessments are utilized to gauge student achievement

There are some strong PLCs which regularly analyze formative assessment data to improve student achievement

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

Student surveys indicate that many students cheat on assessments

There is some lack of uniformity in assessment/accountability

There is a lack of student recognition of SLOs

There is a lack of incentive for students to perform well on CAASPP/SBAC

Some students believe they are not fully prepared for life after high school

Some PLCs are still emerging and are not fully engaged

Increase opportunities for all staff to disaggregate data annually

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

E1. Parent and Community Engagement Criterion

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

Indicators with Prompts

Regular Parent Involvement

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

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

Findings	Supporting Evidence
Sierra High employs a wide variety of strategies to encourage parental and community involvement. Examples include the Lobo Gold Program (student Honor Roll program), Student/Parent Handbooks which are available online in both English and Spanish (with hard copies available upon request at the front office), progress reports, and report cards. Other examples include Parent and Student Connect (grades accessible online for students and parents), Back to School Night held twice annually, annual Blood Drive, Canned Food Drive, 8th Grade Parent Night, Campus Beautification days, our region School Resource Officer, Give Every Child a Chance tutoring and outreach and Valley Community Crisis counseling. Lastly, parents can access information through a variety of media such as several social media accounts, the school website, and the Wolf Den News websites which are regularly updated and contains all information that both parents and students need to be involved in campus activities.	Lobo Gold Program 8th Grade Parent night agenda Facebook, Twitter, Instagram feeds School website, Wolf Den News website
Microsoft Translate is used to translate conversations across devices, for one-on-one chats and for larger group interactions. It is available to convert to speak or type in your language to communicate with other participants in the conversation. Other participants will see your messages in their own language. This program is available to staff, students and parents for their use in translating needed materials.	Microsoft Translate

Parents who are a part of ELAC English Learner Advisory Committee learn about different programs pertinent and available to them. Guest speakers are brought in to talk about opportunities that are available to the involved stakeholders. Parents have input on how any available money is spent for the ELAC program. Meetings are conducted in Spanish.	ELAC agendas and minutes
The Peachjar e-flyer distribution program is used exclusively for distribution of any school-approved flyers for clubs and other school site and district communications.	Peachjar
Remind 101 is an app available for teachers and coaches to communicate with both parents and students via text messaging. Several accounts exist on campus from senior only accounts to individual teacher accounts to assist with school to parent communication.	Remind 101
NTI Connect-Ed System is an automated phone messaging system that allows for mass notification that is used to ensure that all parents are aware of important dates and events going on at the school. For example, a message is sent to make parents aware that Progress Reports and or Report Cards have been sent home. While most messages are also sent out in Spanish, parents have commented that the some of the messages are not always received in Spanish.	NTI messages
Wolf Den News –Established in 1999 Wolf Den News is committed to bringing quality announcements and news to the Sierra High School community. Produced by students, for students, Wolf Den News brings a unique perspective to our campus community and community involvement, allowing for stakeholders to submit upcoming events and activities. Announcements are done daily and uploaded to YouTube and the Wolf Den News website which are maintained by the Broadcast Journalism class. These announcements are also available to the general public via the website. A new teacher was hired this year and is growing the program.	Wolf Den News broadcasts and website
Parent and Student Connect enables both students and parents to access their grades and attendance records online and to get feedback on their daily progress in the classes they are enrolled in. If parents do not have access to internet or computers, teachers and counselors can also provide a hard copy of student progress reports and other feedback.	Parent Connect
Additionally, parents can request a weekly progress report. Progress reports are sent home with students to parents at the	

conclusion of each quarter to ensure that all stakeholders are aware their grade and citizenship. Students must sign to show that they received their Report on the date they were distributed and an NTI message is also sent home to make parents aware that Progress Reports have been distributed. Reports Cards are mailed at the conclusion of each semester. Student grades, citizenship and teacher comments are provided on the reports cards.	Signed Progress Reports
The Student/Parent Handbook is available on the school website for viewing in both English and Spanish. The Spanish translation was finally completed this year. A hard copy of the handbook is also available upon request from the front office. The handbook contains all pertinent information regarding student and parent expectations for School Learning Objectives and expectations.	Student/Parent Handbook
In addition, the student/parent handbook included information on important dates over the course of the year, guidelines for attendance, behavior, off campus passes, eligibility free and reduced lunch, Emergency forms, work permits, parking permits. The student handbook is reviewed by students and teachers in every 2nd period class during the first week of school and is available on the Sierra website.	
Counselors and students review the Course Selection Guide with incoming students as well as when students are selecting their classes for the upcoming academic session. The Course Selection Guide is available online, has been translated to Spanish and hardcopies are also available upon request at the front office. Translators are available to help with the handbook if necessary.	Course Selection Guide
Back to School Night is held twice per year as a way for parents and students to become more involved and familiar with the teaching and learning process at Sierra. This year Back to School Night was held on August 18th from 6-7:30pm and is scheduled for January 22nd for Spring Term classes. Parents have the opportunity to follow their students' daily class schedule over the course of the evening and to meet briefly with teachers to discuss the structure of the class and any other specific concerns that any of the involved stakeholders have. Translators are available when requested. During the fall back to school night, FFA hosts a BBQ for parents, students and Sierra staff.	Back to School Night: flyers, newspaper release, parent sign in sheets, NTI messages, school site and District websites, Wolf Den News

Teachers in several departments assign projects/activities that involve interviewing parents or family members with the idea of encouraging stakeholders to see that the teaching and learning process goes beyond the classroom. Culinary Arts and Food Science classes conduct research papers on careers in their particular discipline. U.S. History, Psychology, Life Management and ELD Students interview family members and complete personal profiles.	Class Assignments and Projects
Textbooks and consumables for courses are all available in Spanish or are available online in both Spanish and English, making course materials easily accessible to all stakeholders.	Textbooks/Online and Supplementary resources Supplementary Materials
Peer Resource, Valley Community Counseling forms and handouts and information from the SRO for domestic violence, drug prevention and bullying are also available in both English and Spanish. The Manteca Unified website also makes documents available in Spanish, including lunch menus. Parents rights, Special Education and minutes from ELAC are also available in Spanish.	
Band Boosters sends weekly emails to all involved stakeholders regarding the upcoming events and activities for the week ahead. Translators are available to communicate with non-English speakers.	Band Booster Weekly Email
SHS Sober Grad takes place each year on the evening of graduation. The Sober Grad Committee is made up of parent volunteers of graduating seniors and volunteers from the community at large. The goal of Sober Grad is to provide graduates a safe place to celebrate in an environment that is safe and alcohol and drug free. Several fundraisers are held throughout the year to help in funding the event so that all students can attend, regardless of income or financial need. Approximately 75% of each graduating class that are eligible attends the Sober Grad event.	Sober Grad
The overall effectiveness of communicating with non-English groups is limited by a lack of translators in all languages. The school makes all possible efforts in adequately providing translated materials and information, however, day to day communication is limited due to the shortage in available translators.	Translation services

Use of Community Resources

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

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

Findings	Supporting Evidence
Lobo Gold Program: Since the opening of the school in 1994, the Lobo Gold Program has solicited businesses and members of the community to donate raffle prizes for students earning this recognition. Local newspapers cover the event as well as exposure on social media.	Donation list of sponsors, Lobo Gold schedule
With our CTE job sites/partners, businesses provide students with opportunities to work and learn in real world jobs.	CTE lesson plans Programs distributed at CTE events
With Success 101 job sites and partners, businesses provide opportunities to job shadow and learn from community members.	Success 101 lesson plans
With the Youth in Government day, students have the opportunity to job shadow a county employee for one day to experience the mentor's job responsibilities.	Youth in Government Day
The SRO (School Resource Officer) provided by the Manteca Police Department works on campus to assist students, teachers and administrators with discipline, attendance, crime prevention, family guidance, legal advising, career counseling, and building personal relationships with our students. The SRO gives students a positive connection to law enforcement and exposes students to a real- world job. Our SRO gives presentations in our Driver's Ed classes and coordinates the E-15 program which makes students aware of the dangers of drunk driving. Our SRO also participates in the district's discipline/suspension/expulsion process.	SRO schedule/E15 Program
Ag Venture: Ag Venture is a program for San Joaquin County 3rd grade students. Hosting nearly 11,000 students each year, Ag Venture opens the agriculture world to these students, teachers, and chaperones. During the three events throughout the county the students get to learn about the growing and processing of commodities, they get to see and touch farm	Ag Venture

animals, they experience farm equipment first hand, all while learning about locally grown food and nutrition. With nearly 900 volunteers to keep this program running, the San Joaquin Farm Bureau and the Ag Education Foundation hosts the lunch at each event for those that give their time to help Ag Venture succeed. In addition, the Farm Bureau participates in the planning and coordination of this event.	
Guest Speakers: Guest speakers provide real world applications and support learning standards by speaking to students about careers in the community. The following are a variety of speakers from different departments.	Departmental Guest Speakers
The Family & Consumer Sciences department has speakers from Johnson & Wales University, Art Institute, Chefs from Country Skillets & In and Out, Fashion Institute of Design & Merchandising, Interior Designer Breanna Megan, and Golden 1 for Mad City Money simulation.	
The Life Skills Department has a variety of speakers based on careers that students are interested in for Success 101. Health offers speakers from Start Smart Program, CHP Officer Katzakian, Manteca Police Department, Operation Lifesaver, Budweiser Alcohol Prevention Program, and CTDN Organ Donor Program.	
For the SDC class there are two work programs that send speakers to talk to students about resumes, dressing correctly for interviews, and provides other tips on getting a job. The SRO speaks to the students about safety and when to call 911. They also have a reptile Breeder that talks about their job and shows reptiles to the students.	
The English Department contacts Sierra High graduates to come back to share with current students about their experiences in college, discuss what experiences in high school that has helped them in college, and information students should know for college that they wish they would have known.	Graduate Panel
The Business Department has had speakers from Carrington College, Jean Ford Tax Preparation Services, and Frito Lay that spoke about Business Education Services, Taxes and General Business.	
The Peer Resource program has presenters from National Alliance for Mental Illness (NAMI).	NAMI Training
Ag has speakers from Sales individuals from California	

Welding Supply, Modesto Junior College, and Large Livestock Veterinary.

The Social Science Department has had guest speakers from assemblymen/women who speak on local government to local bankers who speak on local economics. NAMI speaks to the Psych class about drugs, addiction, and careers. The Counseling department has had guest speakers from many local colleges like Sac State, Stan State, East Bay, Lowell University, William Jessup University, Santa Clara College, and US Army comes to recruit various times throughout year.

Physical Education has had instructors from local gyms do mini seminars classes. Danny Lehr, the owner of Crossfit Excel/Caffeine and Kilos, has come and do a Clean Clinic.

School Site Council: The School Site Council reviews achievement data, approves school policy changes and also provides input into the LCAP funding formula. This council is make up of parents, students, teachers and community members.

 Partnerships with community business groups and service clubs are varied in nature. Many of these are listed below, but it is not a comprehensive list.

The Manteca Federated Women's Club sponsors high school students to attend the HOBY weekend conference each year where students are inspired to and encouraged to make a difference in their community

Service groups such as Rotary and Soroptimist award student scholarships every year to not only recognize student achievement but also to encourage students to come back to their community to inspire others and make a difference.

Women of Woodbridge offer scholarships and school supplies for students

The student service group INTERACT is led by adults in the community who model service and work ethic to those students who volunteer. Students work with many adults from many backgrounds and careers who are also volunteering.

 Our community provides many opportunities for students to receive scholarships. The following are some of those scholarships.

Comcast, Manteca Morning Rotary, Pappas Foundation, Jeff

School Site Council agendas

Copies of scholarship letters/emails

 Emails that show correspondence between school and organization

Interact meeting agendas/notes

Program from Senior Awards Night

Gonzalez Scholarship, National Defense Transportation Association, American Legion Auxiliary, Cabrillo Civic Clubs of California, Manteca Children's Foundation, California Women for Agriculture, Give Every Child A Chance, Manteca Youth Focus, Brock Elliot P.T.O, Troy Vick Memorial Athletic Fund, Women of Woodbridge, Caltrans District 10, Manteca Sunrise Kiwanis, Manteca Rotary, Italian Catholic Memorial Fund, Manteca Federated Women's Club, Manteca Federated Women's Club Art, Daniel Teicheira Memorial, John Cambra Agriculture/Mechanics Scholarship, and Mikey Thomson Memorial Scholarship	

E2. School Environment Criterion

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

Indicators with Prompts

Safe, Clean, and Orderly Environment

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

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

Findings	Supporting Evidence
The staff at Sierra High works collaboratively to create a safe and clean campus. Each morning the head custodian checks the campus to maintain cleanliness and make all necessary repairs. Classrooms are cleaned each day and the custodial staff is notified by teachers if there are any issues. Administrators monitor facility repairs and follow up with the custodial staff on all repairs. The work detail program is overseen by the campus monitors. Student are able to work off hours of detention in place of Saturday School. This is an additional measure to support campus cleanliness. District personnel are notified if there are issues that cannot be addressed by the custodial staff. There is a plan in place for multiple years of repairs and updates. There are regular safety drills so that students are staff are prepared for fire, lockdown, and earthquakes.	Custodian schedules Repair requests/report forms Work Detail logs Work orders Safety Plan/Drill Schedule
Beginning this year, the Superintendent formed an athletic fields committee comprised of key stakeholders with regards to athletic facilities, upkeep and maintenance. Several Sierra HS staff members participated on this committee which drafted a plan and policy to regularly maintain athletic fields on campus.	Athletic Fields Handbook
The clean campus committee is comprised of teachers, students and classified staff. It is overseen by the Vice Principals. If the administrative team and monitors determine that the cleanliness of the campus is not adequate, then students will lose brunch.	Clean Campus Committee

The SDC-SH students have created a recycling club that oversees all bottle and can recycling on campus. There are cans in every classroom and several receptacles placed throughout the campus. The recycling is picked up and sorted twice a week. The funds raised through recycling are used to support educational experiences for the SDC-SH class. They are able to participate in field trips and cooking activities with the funding.	Recycling Club
Campus beatification days happen at least twice a year. Administrators, and student volunteers work to beautify the campus by weeding flower beds, and replanting. These days provide students with an opportunity to take ownership in the look of the campus.	Campus Beautification Schedule
As another means of maintaining safety, students must apply for off campus passes. The passes are connected to behavior, GPA, attendance, bills and fines. Each school year new applications must be completed and signed by parents. There were a total of 416 passes issued the out of 451 2017/2018 school year. Students are able to reapply for off campus passes again in January. Students must show their school ID to enter sporting events, dances, and other school sponsored events as another measure of safety.	Off Campus Pass Guidelines
The SPIRIT committee is a means by which school administration can interact directly with a diverse group of students to listen to student voice. The group meets directly with the principal and is composed of a diverse student population that is representative of the campus. Students discuss needs on campus and areas for improvement. The principal utilizes this insight to make decisions regarding the campus. The staff is notified of issues on campus through emails and staff meetings when needed.	SPIRIT Committee
Traffic in front and back of the school is an issue both before and after school. A new sidewalk has been constructed along the service entrance to accommodate students/staff that walk to school providing a safe pathway to traverse the space from Winters Ave to the interior of the campus. Campus monitors are stationed at each gate. Each monitor has a radio to help communicate quickly if there is an incident. The monitors also help with all safety drills on campus. Surveillance cameras are posted throughout the campus and record 24 hours a day. Video is pulled when there is an incident. The vice principals are in the process of revamping the campus monitor handbook which addresses safety, cleanliness and procedures with regards to the	Cameras Monitors Radios

various monitor positions on campus.	
Sierra has a School Resource Officer (SRO) that is assigned to Sierra High. Officer Smith is new to Sierra HS as of November, 2017. She continues to have discussions with administration providing a fresh set of eyes on school safety. When on campus, another part of her role is to help connect students in a positive way to law enforcement.	SRO Schedule
The MUSD board policy 5132 regarding dress code was updated during the 2015/2016 school year. The policy is posted in the parent handbook, and school website. Student leadership presents the dress code policy during the school day at the beginning of every school year. Adjustments are made every year due to changes in student style.	Dress code policies/posters
Sierra is fenced-in and a closed campus. The gates are open during school hours and monitored by campus monitors. There are open sight-lines and the majority of the campus is visible. All classroom doors are locked during the school day. Each classroom has a lock-block on the door for quick locking during any safety incident.	Campus monitor handbook
Student drivers must have a parking permit visible in their vehicle. There were 251 issued during the 2017/2018 school year. They must park in designated student parking. Students are not allowed in the parking lot during the school day. They are not allowed to eat in their vehicles or sit in their vehicle during the school day.	Parking permits
All teachers require students to sign-out when they leave class and they must take a pass. Theses sign-out logs have been used to catch students who are involved in incidents. Also, pictures of any graffiti found on campus are sent to the staff so that they are aware. Students have been caught by teachers who have noticed similar graffiti on students' material.	Teacher sign-out logs
Maps are posted in each classroom. All classrooms have an Emergency Response Procedures and Guidelines folder. These can be referenced during any safety incident that might occur on campus. The school wide intercom is used during each safety drill to notify students and staff. Faculty are assigned to designated areas during brunch and lunch each day.	Emergency response Procedure and Guidelines

High Expectations/Concern for Students

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

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

Findings	Supporting Evidence
Sierra demonstrates a high degree of caring, concern, and high expectations for students in a nurturing environment.	
The Timberwolf Trunk has been available to students since 2007. It was the brainchild of a former counselor and has grown into a campus wide, community effort to assist less fortunate students. Students from all the schools in Manteca have access to the Trunk. There is a large variety of used and new clothing, jackets, and school supplies for students in need. All referrals are confidential. The trunk is open to any student identified as being in need of assistance. The student & their family may access the trunk twice per year (fall & spring). Point of contacts to access the Trunk are counselors, Paula Gulbronson, Christine Pires and Lynda Donelson (Homeless Liaison for District). Health Services also follows up to make sure families are getting all the support they need, including free or reduced lunches, health care, shelter, food, etc. ELD students tour the Trunk at the beginning of the year and again before Christmas break. Donations to the Trunk are made by Sierra students, staff and the community. Local businesses provided clothing racks and our metal shop classes have manufactured additional racks as needed. All donated clothing that is not appropriate school attire is donated to the Hope Chest, a local thrift shop.	Timberwolf Trunk
Throughout the course of the year, many activities are conducted to assist students and community members who are in need. For example, community members purchased gifts for students in need during the Holiday season. HYLC led a campaign to make gift bags for 75 veterans in the area. CLA also made cookies for local assisted living facilities. CLA also planned a large Veterans Day celebration and invited over 80	HYLC veterans drive, CLA activities

veterans from within the community to attend a free luncheon made possible by community donations and student networking. Not only is Sierra a place where students are supported, but it is a place where students provide support within the community.	
School has made an effort to bring in a variety of guest speakers for students during each year. Topics included college and career focus, facing adulthood, growing positive school culture by developing digital leaders on campus, dealing with negativity, and creating a more positive culture and climate online and offline. In addition, Sierra provided a training with Dean Whellams exclusively for the staff. This session focused on who and what drives our school culture, making positive shifts in school culture, building a community of trust, and involving parents in creating positive school culture. Practical tools were given to evaluate where we feel our school is doing well and where we can create an even stronger school culture.	Guest speakers
The Lobo Gold program was implemented during the 1994-1995 school year and honors students for high achievement, citizenship, and attendance. Students are recognized for obtaining Lobo Gold (4.0), Lobo Silver (3.25), and Lobo Blue (2.25). Students receive raffled prized donated by local businesses and staff members along with certificates of achievement. Excellence in behavior and academic achievement is publicly celebrated at school in the form of school-wide rallies in the fall and spring. Parents and board members are invited to the rallies. Much of the program is financially made possible by the Building Dreams Foundation Grant, which during the 17-18 school year awarded Sierra HS over $4,500.	Lobo Gold
The Sierra High School Peer Resource program provides academic support to students through the one-on-one counseling program and conflict management programs. This program has been used at Sierra since 1995. Students are trained in reflective listening, problem-solving, basic counseling approaches, and peer issues. They work with students, referred by teachers, who have difficulties with attitude, preparedness, and behavior. Also, freshman and sophomore students who are academically ineligible or receive grades less than "C" are assisted through this one-one-one intervention.	Peer Resource curriculum, logs, data and records
Peer Resource selection is based on student application, oral interview, attendance, and academic screening by vice principals/counselor/staff, and teacher approval. This course is designed to teach students basic helping skills. These skills are	

used throughout the school year in a peer facilitator program. The program provides conflict management services and one-on-one counseling for students who have attitude, academic, preparedness, and/or attendance issues. Peer Resource students and their parents sign a contract agreeing to meet the expectations of the school site and of the California Association of Peer Programs. They are also trained through the NAMI (National Alliance of Mental Illness).

For our one-on-one counseling program, the Peer Resource class works with all freshman and sophomores who are ineligible or have a "D" or "F" in class. We also work with students who are referred by teachers. This program is intended to help students develop a plan of action to solve problems they are having in class. Three major areas of concern have been identified: disruptive behaviors, attitude concerns, and preparedness issues.

Peer Resource students pull referred students out of class during fourth period. Counseling sessions usually last 3-10 minutes. Follow up sessions occur twice per week until the problems are solved or the student refuses assistance. All students must sign a consent form for peer counseling.

Peer Resource program

For the 2016-2017 school year, our success rate was 50% for the first term. Peer Resource class started the year off with 25 students, 17 new to the class and 8 veterans. By Spring Term Peer Resource was down to 15 students. Some students were frustrated with the grading system and requested out of the class. Others violated the PR contract and were dropped. One student had an unexpected schedule change. Success rate for the program went up to 70% after these changes.

While our approach does not work for all students, we expect to positively support many students this year. Conflict Management is a four-stage process intended to settle conflicts before they escalate into physical fights. Two trained Peer Resource conflict managers work with two students who have been referred by teachers, administrators, counselors, monitors, other school personnel, parents, other students or themselves. Students sign a contract to participate in the resolution process and commit to settling the conflict.

The Yellow Ribbon suicide prevention and awareness program began at Sierra in 2015-2016. Since its inception, every freshman student sits through the presentation during their English class in the fall and then the second half of the frosh

Yellow Ribbon

class sits through it in the spring term. This is Sierra's 4th year so the entire school will have gone through the program. The program has responded to 4-8 students in crisis each year. During national Yellow Ribbon week Peer Resource raises awareness by tying bows around some trees, giving updates in the morning announcements, and putting cards in some lockers just to raise awareness. Peer Resource ventured out to one of the feeder schools last spring and presented to the entire 8th grade. This year they have plans to go out to all feeder schools in the spring to explain the program. The block grant funds all the Yellow Ribbon cards, lanyards, wristbands and transportation to schools. Peer Resource students work together to present and will be getting updated materials and presentations before they present this year.

Periodically throughout the year administration will solicit positive student and staff referrals. Staff members may also submit these at any time. All student positive referrals are logged into Q and each student is spoken to personally by an administrator. These referrals are also mailed home to parents. Staff positive referrals are read at faculty meetings quarterly.

Positive student and staff referrals

The Character Counts program is overseen by one of the Vice Principals and recognizes students who exhibit high character. Photos are taken and students are recognized through school social media platforms. Character Counts messages are also included on the weekly "Week in Advance" athletic bulletin.

Character Counts Program

The Student of the Month program is overseen by one of the Vice Principals and recognizes students who exhibit high academic achievement, make significant improvement or exhibit a strong work ethic. Photos are taken and students are recognized through school social media platforms.

Student of the Month Program

Sierra HS employs a variety of service learning organizations to help students work within the school community to serve others. This includes both site and district led organizations. District led organizations include Interact, site led organizations include Kiwins, Community Leaders of America, FCCLA, Leadership, HYLC and FFA. These organizations allow students the opportunity to see beyond themselves while serving various groups within the community as much as possible. By the end of the 17-18 academic year, there will be a Community Service Block available for students that meet or exceed standards for service with regards to hours documented and types of service performed.

Service Learning Opportunities and Organizations

Community Service Block

Atmosphere of Trust, Respect, and Professionalism

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

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

Findings	Supporting Evidence
Trust, respect, and professionalism begin with the Faculty Handbook, a comprehensive document provided to all teachers that details a myriad of procedures and policies for all aspects of the school. Faculty are thus informed and trained about the parameters of the school, and this common training evidences in the smooth working of routine procedures and in students meeting with common expectations in all classrooms. Students, also, receive clear communication about the school rules and procedures, all of which are uniformly enforces. Campus monitors, faculty, and administrators communicate efficiently to support the school policies, resulting in a professional atmosphere of trust. Faculty who do not enforce campus-wide policies are contacted by the administration. If change does not take place, consequences happen.	Faculty Handbook Staff OneNote
New staff receive orientation in the procedure and policies of the school. Formerly, this orientation was quite extensive with two study skills coordinators to assist new teachers in initial training and throughout the year. We've lost those positions but still have a study skills coordinator, Jeff Harbison, who concentrates on distributing student calendars and copying teacher materials that meet SS criteria. Administration conducts a series of new teacher meetings to discuss school policies, procedures and to provide support to new teachers. This training helps all staff know and follow appropriate procedures, so students experience uniform rules and procedures throughout the school, and new staff align with the expected level of professionalism.	Orientation materials
Needed forms are easy to find and use. This may seem trivial, but it is one more of the many pieces that make a school run smoothly and foster trust, respect, and professionalism. Forms are accessible to faculty, kept in in the attendance office.	Forms box, attendance office

The Dress Code is clear, explicitly taught to all students at the beginning of the school year, and is also conveyed through illustrated posters posted throughout the school. Leadership students also perform class presentations on the dress code at the beginning of the year so that students also hear the policy from their peers. Sierra is not a "gotcha" school-we let students and staff know what is expected, and help them meet those expectations.	Dress Code
Link Crew students work with new students to bring all into a welcoming school atmosphere at the beginning of the year, and at some school activities including Back to School Night. Link Crew is composed of upper classmen trained to lead small groups in trust-building activities. All freshmen attend a before-school orientation including a tour of the school, key information, and activities to build friendships. Thus, students already know where things are, important procedures, and other students on the first day of school. The Link Crew program is growing to include several activities throughout the school year as upperclassmen revisit their freshmen several times during the year and continue to support them through a series of lunches and activities.	Link Crew records and training materials
Literacy Training, a structured form of instruction which emphasizes individual accountability, positive interdependence, face-to-face interaction, group processing, and interpersonal skills, is a core component of Sierra culture. Literacy Training, by its nature, is orderly, characterized by trust, professionalism, and high expectations for all students. Most classrooms have small tables rather than individual desks to foster group interaction. This spring, we are expanding the Literacy Program to include key stakeholders from all content areas to train "teacher leaders" across all departments.	Literacy training, schoolwide Literacy Team
Sierra regularly honors students of the month through Kiwanis. We also honor perfect attendance each month, and have a luncheon annually. We participate in Character Counts Program, each quarter honoring students, staff, and sometimes parents for excellence in the six pillars of outstanding character.	Student of the month posters Perfect attendance program Character Counts program
Students receive Paw cards making them eligible for special privileges when they achieve Proficient or Advanced status on any CST, or when they show improvement in scores.	Paw Cards
Some of our surveys address the school atmosphere. In our	

Classroom Snapshots, there is an abundance of evidence that students and teachers are using the Schoolwide Learner Outcomes to drive relationships and culture within the classroom.	Classroom Snapshot
Walking around campus, into classrooms, the cafeteria, the library, and the office shows a campus characterized by professionalism, trust, and respect. Teachers are respectful to each other and students; students are respectful to each other, faculty, and staff; staff are obviously friends and help each other routinely. Teachers attend student sports competitions, drama productions, and Evening of the Arts; we like to see the varied skills of our students, root for them and congratulate them.	Campus tour
Classes use rubrics to make grading professional and accountable, so students have clear expectations before they begin assignments. The school website and Parent Connect allow parents and students easy access to assignments, grades, activities, and announcements.	Rubrics by department
The school district encourages professional growth by giving credit for classes and monetary awards on the pay scale. Many teachers have master's degrees.	Chapter 1 data
Teacher evaluations are based on the California Teaching Standards.	Evaluation Handbook
Special Education teachers perform triennial testing and assessments and hold IEP's to determine if students have improved. Special Education students also work toward the state standards, using modified instruction and materials to better accommodate their individual needs. Students needing accommodations, who do not qualify for Special Ed. are identified through Student Study Team meetings with parents, teachers, and counselors. We currently have 12 students on 504's.	Special Ed records/curriculum
Quality Instruction for Student Achievement (QISA) is an Ongoing staff program. Teachers work together to look at Student learning outcomes, evaluate performances of students, and to refine teaching strategies and techniques. The QISA Program also addresses academic standards and the expected School-wide learning results. Many departments have common assessments for each grade/course and use rubrics, others are moving in this direction.	QISA meeting and data, common finals

Grade level or course exams are created, each of which aligns with the Appropriate state student content standards. Data is used from statewide normed tests such as the SBAC, CAPA, etc. or district common finals in some departments. After the assessments are given, data is collected and disaggregated for individual school sites and/or subject area for teachers to analyze. State tests are newly formed. There is not enough history of data to adequately assess achievement. As we proceed, this history will increase and give us a larger database to analyze. Data is analyzed throughout the school year by within PLC's through illuminate, which was deployed the 17-18 school year. Some departments, such as English, also norm grading procedures by reading essays together. The data gives teachers specific feedback on levels of achievement for the entire school population, individual classes, and individual students. This data is analyzed for trends, looking for areas of success and for areas of growth. As a school and district, we are striving to incorporate common formative assessments in all departments. This data drives district-wide change, both large and small in the curricular program. The data analysis focuses instruction, aligning it with state student content standards. Grade level or course specific teams meet regularly throughout the year to share "best teaching practices" which address the goals, share student work produced by using the new strategies, and chart the progress toward the goals. The current state budget crisis has resulted in a reduction of these meetings.	Illuminate
SBCP- The site council has a school plan which ensures all classes are standard-based and allocates funds to align with SLO's and standards.	Site Council minutes, site plan
In 2012, Sierra HS implemented the Professional Learning Community model. We have many teachers on campus who have attended conferences and are PLC leads. Many of our departments are thriving under this model. Our PLC's have established norms that are teacher created. In PLC's, best practices are discussed, student achievement, standards based curriculum and various other topics are discussed regularly. PLC's are both content based and cross curricular. We are not where we want to be, but we are headed in the right direction. PLC notes, norms and minutes can be found in the staff notebook by department.	PLC Notes/Calendars

E3. Personal and Academic Student Support Criterion

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

Indicators with Prompts

Adequate Personalized Support

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

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

Findings	Supporting Evidence
Sierra High School has numerous opportunities available to students for success in their academic courses. With these opportunities, there are also accompanying support services available. These services are very diverse to help accommodate for our diverse student population. There is a review process conducted to examine the effectiveness and additional need of these particular services. Sierra High School offers the following community support services: TSSP (homeless liaison program), home instruction program, parent night for grades 8-10, freshman assembly and college admission night and financial aid workshops.	IEP's TSSP Home instruction Parent Night College Night Financial Aid Workshop
There are many on-site resources and activities available as well. Such programs include, Success 101 courses, after school tutoring, peer resource/yellow ribbon counseling, ELD, block scheduling (allows for additional classes to be taken in a school year), Link Crew (freshman program), library access throughout the day, access to academic counselors, access to a Valley Community Counselor, smaller class sizes with modified and diverse instructional strategies, Special Day, County Deaf, severely handicapped classes, study skills program, career counseling, athletic programs, on-line classes for remediation and advancement purposes and fifth period PE.	Success 101 Freshman Assembly VCC County Programs
The English Learner program is in place to accommodate and assist students for whom English is their second language. Placement in this program is determined by specific state mandated tests. The teachers in this program are English teachers with CLAD certifications and literacy training.	

Students at Sierra have regular access to tutoring Monday through Thursday from 2:45-3:45. This is facilitated through the Next Step Tutoring Program and is available for math, science, Spanish and English.	Next Step Tutoring
MUSD works closely and is partnered with the non-profit agency VCCS. This collaboration is intended to be an added support for our students which is funded by MUSD and Medi-Cal. Throughout all MUSD campuses, counselors from VCC can be found. Sierra high school has two counselors that share time and duties throughout the week, seeing students that are referred by teachers, administration, parents and our academic counselors. The reasons vary from crises intervention, conflict mediation, anger management, social skill building, substance abuse, attendance issues, grief/loss, homelessness, physical and emotional abuse. Counselors from VCC report any findings of abuse to CPS and work with MUSD health services (school nurses) to meet the needs of all students.	Valley Community Counseling
With budget increases, Sierra High School has added 2 more academic counselors giving us a total 4. Our counselors conduct several 8th grade visits within our region to review high academic expectations and to assist students in selecting courses. They also visit at risk junior high school students within our region. Throughout the student's matriculation counselors review progress reports and final grades to determine eligibility. In the students' sophomore year, parents are invited to meet with counselors to discuss a 4 year plan and progress for graduation. At the start of a student's senior year, students meet individually with their counselor to review progress toward to graduation. Along with assisting students with collage applications and course selections, counselors also help manage Advanced Placement testing, PSAT/SAT/ACT assessments, and ASVAB testing.	Counseling Visitation Logs
Although we have lost the funding for a Career Counselor, the academic counselors have stepped up and taking the responsibility of continuing to offer resources in the career center. The focus remains the same, in that students can find information on financial aid, work permits, college applications and brochures on Military enlistment. SAT and ACT is also available.	
With the introduction of tablets, the study skills program has changed but is still in use. Jeff Harbison is the coordinator and takes care of calendar needs and copies for teachers that submit	Tablets

request. Some of the most important elements of the program include, study strategies, note-taking skills, listening skills, test-taking skills, memory devices, and reading comprehension. Sierra as a site, maintains calendars for every student, and provides larger wall calendars, and small overhead or digital calendars. OneNote, and document sharing has also been incorporated with the use of student tablets.	Late Start Wednesday schedule
During periodic PLC meetings as a staff, Janet Sanders provides literacy training that helps in assisting our students progress. This program is being expanded to include a schoolwide Literacy Team beginning in the spring of 2018. Key stakeholders will be present with each content area being represented to create "teacher trainers" with regards to literacy training on campus.	Literacy Training and Schoolwide Literacy Team

Support and Intervention Strategies Used for Student Growth/Development

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

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

Findings	Supporting Evidence
Our four counselors meet on, at least, a yearly basis with each student to develop and assess a personalized learning plan. In addition, they make yearly visits to all of our feeder schools and conduct at-risk visits with incoming 7th and 8th graders targeting behavior, attendance and academic issues; among other things, they discuss the academic expectations for high school.	Counselor contact logs Feeder school meetings
Our administration, counselors, and staff regularly participate in IEP/504/SST meetings to discuss and determine the options that would best fit an individual student.	IEP/504/SST meeting schedules
Home instruction has been an option for students that unable to attend school due to a variety of health related reasons. These students are attended to in their studies by a credentialed teacher provided by the district.	
The 4X4 block schedule allows more flexibility and opportunity for students to take classes that meet with their individual needs and requirements which are identified through meeting with their counselor.	Master Schedule
This year, Sierra High School has implemented the Success 101/Next Step class for all students in their freshman year. All Freshman will take one semester of Success 101 partnered with one semester of health education. During the Success 101 portion of the semester, each student prepares a personalized 10-year plan for academics, college and/or career, and course expectations.	Success 101 syllabus Master schedule
Over the last two years, the staff have been trained in various literacy strategies during some late-start Wednesdays by Janet Sanders. This training enables teachers to use multiple strategies to access text based resources.	

In place we have District-wide Math placement process for 9th graders. Most students are placed in either a regular Algebra class or are placed in a Algebra A and Algebra B sequence according to the district-wide math assessment. Some incoming freshman are placed in a Robotics class as an alternative to the regular Algebra class according to student choice.	Late start Wednesday schedule Literacy training plans
We offer the ELD Math support class. During this class, our ELD teacher works, alongside other content area teacher (science, math, etc) to help students overcome challenges they may be facing in content classes. Currently, science/math teacher, Mr. Courtney works with Mrs. Sanders during his prep period to help ELD students in their math/science classes.	Master schedule
Our counseling staff hosts a variety of meetings aimed at informing parents about a variety of issues.	Counseling schedule School website Counselor meetings
We hold yearly meetings for eighth grade parents to talk about school wide expectations, activities and programs.	
Meetings are also held for 9th and 10th grade parents to inform them about career pathways, academic expectations, programs and activities.	
11th and 12th grade parents are invited to attend College Admissions night. Parents and students receive information about types of colleges and college application information.	
We also offer a yearly College Financial Aid workshop for parents of seniors.	Financial Aid night
Sierra High School, in conjunction with the rest of the Manteca Unified School District, offers many CTE pathways for students. Students may have access to these pathways either on the Sierra High campus or they may have to travel to another campus to participate. These pathways include options such as Agriculture Education, HOSA, FCCLA, Computer and Videogame Programming, and JROTC. Finally, students can choose from multiple academies both on site and off. Onsite we offer be.connected, a small pathway that showcases communication via a variety of modern modalities, including film, audio, web as examples.	CTE Pathways
The Math and Special Education departments use the ALEKS program to allow students to show areas of mastery and areas of improvement. This allows a teacher to tailor his or her instruction to meet the needs of individual students.	ALEKS Online Math Program

Support Services and Learning – Interventions and Student Learning

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

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

Findings	Supporting Evidence
Sierra High School provides a variety of support services to students that consider the diverse make-up of our student body. These services are periodically reviewed to meet the ever-changing needs of the community and the student population. The following community support services and activities are available to students. Students are recognized monthly from various community groups for their academic and behavioral achievements in and out of the classroom.	Kiwanis Student of the Month Report Soroptomist Student of the Year Report
Our students have many support services, activities, and opportunities at the school site that promote individual success. These include the following: After School Tutoring, Peer Resource Counseling, ELD (English Language Development, Career Technical Education Programs (CTE) for 11th and 12th grade students, block scheduling (which allows each student to take two additional classes a year), Link Crew (which helps acclimate freshmen to Sierra High School), Our 9th grade students all participate in SUCCESS 101 in which students create a 10-year plan that covers academics for college/career transition from high school, Resource Specialist Program (RSP) provides a smaller classroom setting with modified curriculum for special education students.	Peer Resource Logs After School Tutoring Schedule Class selection sheet for CTE Programs Link Crew Agendas ASB Leadership Agenda Success 101 Ten-Year Plan example ELD classes RSP/SDC classes IEP's 504 Plans Attendance logs Student Study Team meetings Intervention Team meeting notes
JROTC instills the values of citizenship, self-reliance, and team building skills (at another campus). Students can take JROTC classes offered 1st period at Lathrop High School. A bus transports students to and from class.	JROTC classes offered at Lathrop High

Modified Study Skills class for special education students to offer them academic support as well as post-secondary transition training. Special Day Classes (SDC), County Deaf Class, County Severely Handicapped Class, Career Counseling, athletics, online summer school remediation limited to juniors and seniors and 5th period athletics allows students the opportunity to take an extra core or elective class by taking physical education after school.	IEP's 504 Plans Student Study Team AP/Honors Classes Master schedule
The English Learner (EL) program at Sierra High School addresses the needs of second-language learners. The placement of students is based on state-required tests administered by a bilingual aide and reviewed by classroom teachers, parents, and counselors. All certificated teachers are CLAD certified including those who teach ELD classes. When available, the bilingual aide assists students in the ELD classes. Departmental teachers in math and science also assist in the ELD classes during their prep periods	ELD Class Roster Parents for Quality Education (PIQE) School Wide Literacy Training SRI Scores
Tutoring-Students have the opportunity to volunteer as tutors/mentors for elementary school. Sierra students have the opportunity to receive tutoring after school in math, science, Spanish, and English by credentialed teachers Mondays-Thursdays from 2:45-3:45. Many teachers offer informal tutoring after school on an individual basis.	Tutoring Schedule
MUSD is partnered with Valley Community Counseling Services (VCC), a non-profit counseling agency, to be an additional support for students. MUSD and Medi-Cal help fund the services. VCC counselors can be found on every MUSD campus. The VCC counselor at Sierra works with students referred by teachers, administrators, parents, and other counselors for a variety of issues including crisis intervention, conflict mediation, social skills building, anger management, substance abuse, poor attendance/truancy, grief/loss, apathy, homelessness, physical and emotional abuse. Students can also self-refer. The VCC counselor reports abuse to CPS and works with MUSD Health Services (school nurses), school administration and community agencies to meet the needs of all students. Our VCC counselor is on campus 28 hours a week and see approximately 100 students each year.	Referral sheets IEP's Peer Resource logs Yellow Ribbon Presentations Nurse Referrals
Sierra High also employs a full-time school psychologist. The psychologist works with the VCC counselor and other mental health workers on site to ensure special education students are	IEP's 504 Plans RSP/SDC schedules

receiving proper services in accordance to their IEP. The school psychologist will also assist with crisis intervention.

Four guidance counselors are available at Sierra High to assist students with personal and academic issues. Counselors review student progress reports and final grades to determine eligibility. Counselors attend feeder schools to review high school academic expectations and assist students in selecting courses. In the sophomore year, students and parents are invited to meet with the counselor to discuss their four year-plan and their progress for graduation. At the beginning of their senior year, students meet individually with counselors to review their progress toward graduation. Counselors also manage Advanced Placement testing, PSAT/SAT/ACT assessments, and ASVAB testing. Counselors also assist students with college applications and selections. Counselors schedule time to meet with all students in their alpha yearly.

Counselor Reports/schedules
College Nights
Financial Aid Night
8th Grade Parent Night
PSAT/SAT/ACT sign-ups
ASVAB sign-ups
AP/Honors classes/tests
School Psychologist
Student class selection sheets

Sierra maintains online and physical calendars for all students, and provides teachers with large wall calendars and small daily calendars, including space for the SLO's and content to be used for class agendas.

Study Skills calendars
SLO's posted on classroom walls

The Reading Proficiencies class improves students' reading skills. Students are placed in the class based on reading scores two years or more below grade level and on teacher recommendation. This class is not open to students who already receive support from ELD, RSP, or SDC. Currently the reading class is paired with the grade level English class, with students scheduled together for English first period and Reading Proficiencies second period, giving the students a 2-period language arts block. The teachers collaborate to meet the needs of the students.

SRI scores
Class schedules
Master schedule

The Peer Resource Program helps teach students appropriate behaviors by clarifying class and school expectations and reiterating the consequences of appropriate and inappropriate behavior. Peer Resource also works one-on-one with students receiving Ds and Fs, meeting each week to support these students in creating and maintaining a study plan.

Peer Resource Logs
Teacher Referral Forms
Yellow Ribbon Program
Intervention Team agendas

Yellow Ribbon Program is dedicated to preventing suicide and attempts by making suicide prevention accessible to everyone and empowering students through awareness and education and by working with support networks to reduce stigma.

Yellow Ribbon Presentations

Identifying and placing students into a Special Education Program allows the school site to assist the students to succeed in high school. IEP's allow school staff to identify these students and their specialized needs. Special Education teachers, administrators, counselors, content leaders and parents work together to provide academic and emotional support to these identified students. Every Special Education classroom has a para-professional in place to assist in the day-to-day routine. Students are given full access to resources on campus.	IEP's 504 plans Student Study Teams Master/Class Schedules

Equitable Support to Enable All Students Access to a Rigorous Curriculum

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

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

Findings	Supporting Evidence
All Sierra High School students have access to a challenging relevant and coherent curriculum. Additionally, all students have the opportunity to take Honors and Advanced Placement courses and challenge themselves to the level they desire. However, some students, especially ELD, require more support to be successful. To provide this support, we offer three levels of ELD classes taught by specially trained teachers and one bilingual aide. This team works together to provide a rigorous curriculum to our ELD student, complete CELDT/ELPAC testing, maintain records and assist in classroom translation and communication. The ELD program not only serves to strengthen our students' language development but also supports their daily academic challenges. ELD funds are used to pay teachers to come in and tutor ELD students on their prep periods. All teachers are CLAD certified giving them the tools to support our English Learners in the content area classrooms. The district has provided curriculum with materials in multiple languages to help support ELD students. Block scheduling allows counselors to schedule students into ELD support classes without sacrificing content area or elective classes. However, while material is covered at an accelerated rate with students covering one year's worth of curriculum in half a year, the added ELD support assists our students in being successful. While our ELD staff is doing an admirable job, more bilingual aides in all languages would allow them to reach even more students.	ELD Lesson plans Master Schedule
Some subject area classes such as math, advanced science classes and foreign language depend on successfully passing introductory courses before moving on. For example, students who get a D in Algebra are counseled to re-take the class to solidify their mathematical skills before moving on to	Course requirements

Geometry. It is strongly recommended that students receive a C or better in Spanish 1 before moving on to Spanish 2. In all cases, parents may choose to disregard counselor/teacher recommendations and enroll their students how they see fit.

Classroom observations and achievement data indicate that while most teachers are using instructional strategies that provide effective access to rigorous curriculum, we have not fully implemented these strategies across all classrooms.

Classroom observation tally chart

A query of our demographic data shows that our classes mostly reflect the greater demographic make-up of the school.

Q demographics query

We offer a variety of advanced classes. These are available in the form of Honors and Advanced Placement courses. Eighth graders from our feeder schools are given the opportunity to accelerate their high school education by taking Spanish 1 on our campus. Block scheduling provides the opportunity for students to take many more advanced courses. In addition, students can take PE during 5th period (after school) to free up another period where they can take another class.

Master schedule

The district provides remedial summer school classes through our adult school for students to make-up missing credits. These summer school courses can be online or direct-instruction, depending on the class. The block schedule model used at Sierra High School allows students to repeat classes during their regular school day. The downside to this is that the student would possibly have to give up an elective class in order to retake a class. Some students are able to take advantage of our night school program through the adult school. Other students can make up credits by enrolling in our district continuation high school. Both of these options operate on a space-available basis.

Class enrollments

Summer school enrollments

Night school enrollments

Continuation school referrals

Co-Curricular Activities

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

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

Findings	Supporting Evidence
Students are held accountable for their academic achievement by strict ineligibility standards. Both grades and citizenship marks are used to determine eligibility for co-curricular activities. If a students is not achieving at a minimum standard academically, or if they are not exhibiting responsible citizenship (one of our Schoolwide Learner Outcomes),the will be ineligible for any co-curricular activities.	Ineligibility data
Our Lobo Gold program recognizes students how achieve positive responsible citizenship along with GPA's of 2.25 (blue), 3.25 (silver) and 4.0 (gold). Once a term, these students are honored in a schoolwide assembly. In addition, our students who achieve gold, silver, or blue recognition will receive a PAW cards which they can use to redeem for a variety of awards, such as clearing 15 minutes of detention, 1 day late pass for homework, clearing 30 minutes of work detail, or a 10 minutes early release for lunch (early release lunches are held once a month)	Lobo Gold
Staff also submit positive referrals for students, which are sent home to the students parents. Staff may also submit positive referrals for other staff members, who are recognized at staff meetings.	Positive referrals
School leaders and staff have a positive link to students at co-curricular activities by serving at least seven extra duties assignments during the year. These duties may range from supervising at athletic events, plays and dances, to advising clubs. While these extra duties are required by the district contract, the Sierra High teachers recognize the importance of forming positive relationships (one of our Schoolwide Learner Outcomes) with students during these times.	Faculty handbook Extra duties sign-up logs

Our staff selects one student each month to be honored by the noon-time Kiwanis club. These students, and their parents, are treated to a lunch with the Kiwanis in the student's honor. The student receives a certificate is featured in the local Manteca Bulletin newspaper.	Kiwanis Student of the month Program
Staff members are encouraged to wear college wear at least once a week to help make connections with students as well as promote a high level of academic achievement. A faculty alma mater board is also kept up to date and posted in the counseling center hallway.	College clothing and connections
Each department has a detailed set of criteria that allows graduating seniors to apply for an Honor Cord that they can wear as they walk through the graduation ceremony. Each Honor Cord is a different color representing the high levels of achievement that the students was able to accomplish in that particular department.	Honor Cord recipient list Honor Cord Criteria (by department) Graduation Ceremony Program
Perfect attendance is rewarded on a monthly basis. The administration will randomly choose a student with perfect attendance from the previous month and rewards them with a gift donated from the local business community. One classified staff and one certificated staff with perfect attendance is also chosen to be rewarded with a small gift.	Perfect Attendance records

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Sierra High School offers a wide variety of programs, supports, and opportunities that foster a culture of high expectations, support for all students and community relationship building. There are numerous programs on campus to promote student and staff recognition, facilitate positive culture, and an atmosphere of learning. Critical learner needs are met through a variety of individual and collective efforts. Overall, school culture is a strength of Sierra High School in more ways than one.

Prioritize the strengths and areas for growth for Category E.

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

Sierra HS has many opportunities to be involved with mentors, within the community and to connect students and parents to the school and school culture.

Sierra HS has programs and policies in place that promote school safety, cleanliness and pride with facilities, relationships and community outreach.

Sierra HS has an established culture of trust, respect and professionalism between students, staff and the community that fosters both a strong academic and social culture.

All students have access to a variety of support resources at both the group and individual levels. Staff identifies at risk students and provide support through a variety of means.

Sierra HS has a diverse number of course offerings providing a wide spectrum of offerings while maintaining a high standard of academic rigor.

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

Sierra HS needs to continue to increase the quantity and quality of community involvement, parental involvement and relationship building between all students and staff. New teachers must be assimilated into existing school culture as we continue to grow in enrollment.

Sierra HS needs a career counselor to assist with college and career exploration as we continue to grow in enrollment.

Sierra HS needs to continue to explore ways to increase the involvement specific populations such as ELD, RSP, SDC, at risk and other student populations and help assimilate them into school culture socially and academically.

Sierra HS needs bilingual aids in more languages.

Prioritized Areas of Growth Needs from Categories A through E

While Sierra does provide college and career opportunities and counseling services, there is a need for more coordination of these opportunities for students. Among other things, a college and career counselor would enhance the opportunities for students to research and explore opportunities outside of the classroom. This would address the students' perception that they are not fully prepared for life after high school.

There is a definitive need for consistent support to further student achievement. This support includes teacher interventions, addressing student cheating, and a student incentive program for success on CAASPP.

Some PLCs are not thriving despite the weekly allotted time and training. To support student achievement with successful PLCs, more accountability and additional support are needed for PLCs so that all students can enjoy the benefits from all departments.

CHAPTER IV

SUMMARY FROM ANALYSIS OF IDENTIFIED CRITICAL STUDENT LEARNING NEEDS

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

The focus group findings indicate that there needs to be more support for students in four different areas to enhance achievement. First, focus groups found that more support is needed for students to further college and career goals. Second, the focus groups found that consistent support in the form of teacher interventions and student incentives on the CAASPP were lacking. They further found that student cheating needs to be formally addressed. Finally, focus groups found that PLCs need to be strengthened to become more effective, which in turn will enhance student achievement.

These goals all address the areas of critical needs originally identified in Chapter II. More interventions on behalf of teachers and rigorous PLCs will address the discrepancies that we find between males and females in terms of academic achievement. Second, a robust PLC process that focuses on student data and an incentive program will address the need for improvement on the CAASPP.

The enhanced college and career opportunities will open more access to our Hispanic subgroup population. This population will also receive more targeted interventions with PLCs that ideally use formative assessments and data to improve student achievement.

Addressing student cheating is a further critical need found in addition to the critical needs found in chapter II. Students indicate that cheating occurs regardless of the form of testing. Therefore, cheating will have to be addressed from classroom, cultural and technological standpoints.

CHAPTER V

SCHOOLWIDE ACTION PLAN

Chapter V: Schoolwide Action Plan

A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.
B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.
C. Describe the school's follow-up process, ensuring an ongoing improvement process.

Student Achievement Goal #1-Improve student achievement by developing problem-solving skills (SLO#4)

Data Used to Form this Goal-EAP data, AP data, CAASPP data, PLC data, EL performance on CAASP

Findings from the Analysis of the Data:
The EAP data shows that we are not preparing nearly 40% of students for Math at the college level. Furthermore, in the 16-17 school year, only 28% of students did not meet the standard in ELA while 67% did not meet the standard in Math on the CAASPP. Also, EL performance on the CAASPP was particularly low. AP participation rates show that our Hispanic subgroup is underrepresented in terms of the percentage of test-takers. PLC data shows that not all PLCs are using the Late Start Wednesdays to analyze to further student achievement.

How the school will evaluate the progress of this goal:
The school will evaluate the progress of this goal by the following:
1. Yearly improvement in EAP data
2. Yearly improvement in CAASPP data (particularly in Math)
3. PLC minutes will show that more groups are using the time to further student achievement

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description
Train teachers and teacher trainers to use Illuminate effectively to assess student achievement on benchmarks, common assessments and CAASPP reports and other standards.	July 1, 2017-July 2020	Assistant Principal, teacher trainers, teachers	Technology training. Fall, Spring 2017-Rollout of use 2018-2019-Continue training 2019-2020-Full implementation with all teachers using
Continue QISA work to develop and complete benchmark tests, common finals, and to study common core and content-area standards	Ongoing	District Secondary Lead, Principal, Department Chairs, Teacher leaders	Continue monthly meetings of QISA teachers

Continue to study the implementation of the NGSS standards	Ongoing	Principal, Science department	Use QISA and PLC and other allotted time to study the implementation of standards
Continue to use PLC time on late-start Wednesdays to integrate and study Common Core standards, develop pacing guides, develop common formative and summative assessments, and analyze common data to direct instruction and intervention.	Ongoing	Principal, PLC leaders, teachers	Use allotted late-start Wednesdays
Develop a uniform accountability tool so that all PLCs are successful	Spring 2018 and ongoing	Principal, Vice-Principals, Assistant Principal, PLC leaders	Spring 2018-Develop tool Fall 2018-Apply the tool to the existing PLCs Ongoing-follow-up with PLCs that need extra support
Continue with staff training that promotes the inclusion and involvement of all students (such as Hispanic and male students)	Spring 2018 and ongoing	Principal, Staff trainers	Spring 2018-Continue to incorporate training into our late-start Wednesdays and other training times
Continue to offer formal tutoring four days a week in key subject areas	Ongoing	Head Counselor	Recruitment of tutors for regular tutoring times, regular offering of formal tutoring
Continue to develop and offer remedial classes in English, Algebra support classes, and explore additional math remediation classes.	Ongoing	Assistant Principal, Teachers of Algebra A and B classes, Reading Support Classes, English and Math department chairs	Class Schedule of support classes

Continue incentive programs for Student Achievement for Lobo Gold and perfect attendance	Ongoing	Assistant Principal, Lobo Gold Committee, Teachers	Lobo Gold Rally Lobo Gold Incentive Cards Perfect Attendance incentives
Develop and implement a new incentive program for CAASPP	Spring 2018 and ongoing	Principal, Assistant Principal, Incentive Committee	Spring 2018-Develop new incentive program, Spring 2019 and ongoing-Implement incentive program
Continue to offer support for EL students through EL classes and a bilingual aide	Ongoing	EL teachers, Bilingual Aide	Continued funding of the bilingual aide
Offer targeted support to Foster students	Ongoing	Foster Student liaison, teachers, administrators	Continued academic and emotional support as needed
Offer targeted support to SED students	Ongoing	Administrators, teachers	Continued support for space for the Timberwolf Trunk and academic/emotional support as needed
Continue to develop and implement articulation with feeder schools	Ongoing meetings	Principal and core-lead teachers, reports to principal	In addition to other articulation issues, explore male/female disparity in academics
Promote the use of Parent Connect and Student Connect	Ongoing	Administration, Teachers, Clerical	Provide information for teacher and students in terms of sign-in and process
Continue with and strengthen the Intervention Committee to explore and create interventions on behalf of teachers and other staff to strengthen student achievement	Spring 2018 and ongoing	Anne Marie Shaw, Principal, Committee members, teachers	Conduct regular meeting designed to explore more interventions, report to principal and stakeholders

Continue to use student support services such as Peer Resource, Valley Community Counseling (VCC), the SRO and tutoring	Ongoing	Principal, Assistant Principal, Vice Principals, Teachers, Counselors, Leadership team	Continue Peer Resource class, funding for VCC, SRO and tutoring
Continue to implement the Yellow Ribbon program for teen suicide prevention	Ongoing	Janet Sanders	Continue funding for student and staff training

School Goal #2-To improve student achievement in all subject areas by developing effective communication skills (SLO #1)

Data used to form this Goal: ELA EAP Assessment, ELA CAASPP Scores, EL CAASPP scores

Data Findings: Like Math, the ELA EAP has shown improvement in the last three years of data. However, 43.8% of the class of 2018 tested as "conditionally ready" and 28.9% tested as "not ready" for college. So, there is a population of students attending college who are not ready for English (nearly 80% of students plan on attending a four or two-year college). We see 28% not meeting the standard on the most recent results of the ELA portion of the CAASPP; this was an improvement over the previous years. Finally, just like math, EL scores on the ELA portion of the CAASPP are very low.

How the school will Evaluate the progress of this goal:

1. Increase in the number of overall students who are college ready in English as measured by the EAP

2. Improvement in overall ELA CAASPP scores including the EL subgroup

(The actions listed below are in addition to the actions from goal #1)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description
Continue to develop and maintain reading proficiency classes	Ongoing	Reading proficiency teachers, counselors	Ensure that students needing reading support are placed in classes
Offer translation services for non-native English speakers such as course syllabi and student handbook	Ongoing	Assistant Principals, Teachers, translators	Time-sheeting for translations of materials

School Goal #3-To strengthen school culture for student personal and academic growth

SLOs addressed-#2-Responsible citizenship and **#3**-Develop positive relationships

Data used to form this goal:

Suspension data, D/F data, standardized testing, formal tutoring, professional development opportunities, PLC calendar, student participation data, staff perception data

Findings from the Analysis of the Data:

The student and staff perception data indicate more need for support in terms of planning for students' post-secondary plans. D and F percentages show that males account for 20% total which is slightly higher than the 15% total for females. Most recent suspension data show that we have an average 9.7% suspension rate.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description
Continue to develop and expand the Get Focused/Stay focused program	Ongoing	Get Focused/Stay Focused coordinator and teacher, Principal	Apply program to all students at all levels
Streamline academic support system for students including a career counselor with the reinstatement of an intervention team	Spring 2018, ongoing	Principal, Vice-Principal, counselors, intervention team	Spring 2018-reinstatement of intervention team, Fall 2018 and ongoing-regular intervention team meetings
Ensure that SLOs are addressed in lesson plans, instruction and curriculum	Ongoing	Principal, Assistant Principal, Vice Principal, Department Chairs, Teachers	Administration will remind and check on SLO implementation

APPENDICES

APPENDIX A

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Appendices:

A.   Local Control and Accountability Plan (LCAP): provide link

www.mantecausd.net/home/showdocument?id=11418

APPENDIX B

RESULTS OF STUDENT QUESTIONNAIRE/INTERVIEWS

Results of student questionnaire/interviews

Classroom Observation Form used for instruction and assessment focus groups:

Sierra High School Classroom Observation:

Guidelines: 1) Please notify the teacher at least 48 hours in advance of visit 2) Your visit should last 15-20 minutes 3) Do not put the name of the teacher on this form 4) Return this form to: Brent Van Zwaluwenburg's box

Your Name_____ Date of Observation_____ Course Observed_____

Circle: 1st Observation   2nd Observation   3rd Observation

Are Standards, Objectives, or Expectations posted for this lesson (Common Core, Content, CA)?   Yes   No

Do standards & expectations match what is being taught in class?   Yes   No   N/A

Circle the ways student outcomes & expectations are available to students:

Posted in class   digital   verbal   study skills calendar   none

Circle the SLOs exhibited by the students during the observation:

effective communication   developing positive relationships   responsible citizenship   problem solving

A. Student Engagement (Check as many as apply)

___receiving information   ___engaging in discussion   ___watching something

___applying skills   ___practicing concepts   ___asking / answering questions

___practicing new skills   ___using tablet/technology   ___checking for understanding

___working independently   ___taking notes   ___demonstrating understanding

___working in partners / groups   ___peer tutoring   ___modeling

___collaborating   ___accessing info/content   ___alert & attentive

___on-task   ___disengaged   ___following instructions

Comment:_____

_____

_____

_____

B. Instructional Strategies (Check as many as apply)

___direct instruction   ___guided practice   ___independent practice

___collaborative learning   ___access prior knowledge   ___use of technology

___small group / partner work   ___facilitating discussion   ___station rotations

___self-directed learning   ___progress monitoring   ___positive
reinforcement/encouragement

___question/answer   ___check for understanding   ___cross curricular connections

Comment:_____
_____
_____
_____

C. Assessment (check as many as apply)

___formal   ___informal   ___project-based

___performance task   ___digital   ___traditional (pencil/paper)

___written   ___oral/spoken   ___self-evaluation

___peer evaluation   ___use of rubrics   ___check for understanding

___ group assessment   ___individual assessment   ___formative

___none viewed during observation

Explain how assessment is used & guides instruction (if applicable) / Other comments:

_____
_____
_____
_____
_____

D. Technology Use (check as many as apply)

___teacher use   ___student use   ___deliver curriculum

___access info   ___instruction   ___ content mastery

___concept practice   ___online community   ___technological proficiency

___communication (student/teacher/parent)

Programs/Software being used: (may also include websites, digital curriculum, apps, etc.) /

Comments:

_____

_____

_____

_____

E. As a visitor, what did you gain or learn from this observation in general?

_____

_____

_____

_____

_____

_____

_____

Student Block Survey Results

#	# 1	%	# 2	%	# 3	%	# 4	%	# 5	%	4,5 TOT	100%	# Returned
1	521	63.46	269	32.76	18	2.19	13	1.58	60	0.073081608	1.66	100.00	821
2	405	49.33	348	42.39	50	6.09	18	2.19	56	0.068209501	2.26	100.00	821
3	278	33.86	380	46.29	120	14.62	43	5.24	95	0.115712546	5.35	100.00	821
4	425	51.77	315	38.37	63	7.67	18	2.19	60	0.073081608	2.27	100.00	821
5	421	51.28	311	37.88	75	9.14	14	1.71	52	0.063337393	1.77	100.00	821
6	340	41.41	352	42.87	106	12.91	23	2.80	73	0.088915956	2.89	100.00	821
7	281	34.23	378	46.04	133	16.20	29	3.53	69	0.084043849	3.62	100.00	821
8	338	41.17	412	50.18	58	7.06	13	1.58	58	0.070645554	1.65	100.00	821
9	476	57.98	298	36.30	29	3.53	18	2.19	146	0.177831912	2.37	100.00	821
10	428	52.13	331	40.32	42	5.12	20	2.44	72	0.087697929	2.52	100.00	821
AV	3913	47.66	3394	41.34	694	8.45	209	2.55				100.00	8210.00
	Strongly agree		Agree		Disagree		Strongly Disagree		Strongly disagree				

Student Block Survey Results - April, 2015 (14-15)

1. It is my opinion that Block is a positive schedule for me.
2. Block allows me to take more electives
3. Because of longer class time, teacher-student relations are generally positive.
4. My grades are better with fewer classes at a time
5. Attendance is important in the Block
6. Increased class time allows me opportunities to be engaged in learning.
7. Teachers plan a variety of instructional strategies and design learning for all.
8. The learning environment is organized and positive.
9. I am happy to be associated with Sierra High School.
10. I feel the Block will help prepare me for college, technical school, and other future learning opportunities.

#	# 1	%	# 2	%	# 3	%	# 4	%	# 5	%	4,5 TOT	100%	# Returned
1	574	58.45	340	34.62	46	4.68	22	2.24	60	0.061099796	2.30	100.00	982
2	625	63.65	269	27.39	68	6.92	20	2.04	56	0.057026477	2.09	100.00	982
3	510	51.93	282	28.72	165	16.80	25	2.55	95	0.096741344	2.64	100.00	982
4	650	66.19	266	27.09	51	5.19	15	1.53	60	0.061099796	1.59	100.00	982
5	705	71.79	224	22.81	43	4.38	10	1.02	52	0.052953157	1.07	100.00	982
6	503	51.22	397	40.43	62	6.31	20	2.04	73	0.074338086	2.11	100.00	982
7	631	64.26	270	27.49	60	6.11	21	2.14	69	0.070264766	2.21	100.00	982
8	640	65.17	257	26.17	65	6.62	20	2.04	58	0.059063136	2.10	100.00	982
9	625	63.65	271	27.60	48	4.89	38	3.87	146	0.148676171	4.02	100.00	982
10	621	63.24	301	30.65	42	4.28	18	1.83	72	0.073319756	1.91	100.00	982
AV	6084	61.96	2877	29.30	650	6.62	209	2.13				100.00	9820.00
	Strongly agree		Agree		Disagree		Strongly Disagree		Strongly disagree				

Student Block Survey Results - April, 2016 (15-16)

1. It is my opinion that Block is a positive schedule for me.
2. Block allows me to take more electives
3. Because of longer class time, teacher-student relations are generally positive.
4. My grades are better with fewer classes at a time
5. Attendance is important in the Block
6. Increased class time allows me opportunities to be engaged in learning.
7. Teachers plan a variety of instructional strategies and design learning for all.
8. The learning environment is organized and positive.
9. I am happy to be associated with Sierra High School.
10. I feel the Block will help prepare me for college, technical school, and other future learning opportunities.

#	# 1	%	# 2	%	# 3	%	# 4	%	100%	# Returned
1	639	52.94	456	37.78	69	5.72	43	3.56	100.00	1207
2	429	35.54	547	45.32	182	15.08	49	4.06	100.00	1207
3	289	23.94	587	48.63	252	20.88	79	6.55	100.00	1207
4	534	44.24	512	42.42	117	9.69	44	3.65	100.00	1207
5	475	39.35	551	45.65	139	11.52	42	3.48	100.00	1207
6	416	34.47	536	44.41	207	17.15	48	3.98	100.00	1207
7	266	22.04	616	51.04	240	19.88	85	7.04	100.00	1207
8	329	27.26	654	54.18	170	14.08	54	4.47	100.00	1207
9	447	37.03	534	44.24	117	9.69	109	9.03	100.00	1207
10	489	40.51	500	41.43	156	12.92	62	5.14	100.00	1207
AV	4313	35.73	5493	45.51	1649	13.66	615	5.10	100.00	12070.00
	Strongly agree		Agree		Disagree		Strongly Disagree			

Student Block Survey Results - April, 2016 (15-16)

1. It is my opinion that Block is a positive schedule for me.
2. Block allows me to take more electives
3. Because of longer class time, teacher-student relations are generally positive.
4. My grades are better with fewer classes at a time
5. Attendance is important in the Block
6. Increased class time allows me opportunities to be engaged in learning.
7. Teachers plan a variety of instructional strategies and design learning for all.
8. The learning environment is organized and positive.
9. I am happy to be associated with Sierra High School.
10. I feel the Block will help prepare me for college, technical school, and other future learning opportunities.

APPENDIX C

RESULTS OF PARENT/COMMUNITY QUESTIONNAIRE/INTERVIEWS

Staff Block Survey Results

| Staff Block Survey Results - April , 2015 (14-15) | | | | | | | | | | | | |
#	# 1	%	# 2	%	1,2 TOT	# 3	%	# 4	%	3,4 TOT	1	# Returned
1	54	85.71	8	12.70	98.41	1	1.59	0	0.00	1.59		63
2	53	84.13	6	9.52	93.65	2	3.17	1	1.59	4.76		63
3	47	74.60	16	25.40	100.00	0	0.00	1	1.59	1.59		63
4	52	82.54	10	15.87	98.41	0	0.00	1	1.59	1.59		63
5	57	90.48	6	9.52	100.00	0	0.00	0	0.00	0.00		63
6	63	100.00	0	0.00	100.00	0	0.00	0	0.00	0.00		63
7	46	73.02	15	23.81	96.83	0	0.00	2	3.17	3.17		63
8	60	95.24	2	3.17	98.41	1	1.59	0	0.00	1.59		63
9	51	80.95	11	17.46	98.41	1	1.59	0	0.00	1.59		63
10	51	80.95	12	19.05	100.00	0	0.00	0	0.00	0.00		63
11	54	85.71	8	12.70	98.41	0	0.00	1	1.59	1.59		63
12	50	79.37	13	20.63	100.00	0	0.00	0	0.00	0.00		63
AV	638	84.39	107	14.15	98.54	5	0.66	6	0.79	1.46	100.00	756
	Strongly agree		Agree			Disagree		Strongly disagree				

1. I like Block Scheduling
2. I like having two distinct Terms with different students.
3. My students like Block Scheduling.
4. I am able to spend more time with individual students in the Block.
5. The curriculum has been modified to accommodate the block.
6. Attendance is important in the Block.
7. My students are spending more time on task.
8. I am happy to be associated with Sierra High School.
9. I'm using more teaching strategies that involve students in their learning.
10. Better relationships have lead to fewer discipline problems.
11. I would not want to return to the traditional schedule.
12. Sierra High is a safe place

| Staff Block Survey Results - April , 2016 (15-16) | | | | | | | | | | | | |
#	# 1	%	# 2	%	1,2 TOT	# 3	%	# 4	%	3,4 TOT	1	# Returned
1	52	82.54	7	11.11	93.65	4	6.35	0	0.00	6.35		63
2	51	80.95	8	12.70	93.65	2	3.17	1	1.59	4.76		63
3	47	74.60	15	23.81	98.41	0	0.00	2	3.17	3.17		63
4	51	80.95	11	17.46	98.41	0	0.00	1	1.59	1.59		63
5	58	92.06	5	7.94	100.00	0	0.00	0	0.00	0.00		63
6	63	100.00	0	0.00	100.00	0	0.00	0	0.00	0.00		63
7	50	79.37	13	20.63	100.00	0	0.00	0	0.00	0.00		63
8	61	96.83	1	1.59	98.41	1	1.59	0	0.00	1.59		63
9	55	87.30	7	11.11	98.41	1	1.59	0	0.00	1.59		63
10	57	90.48	6	9.52	100.00	0	0.00	0	0.00	0.00		63
11	54	85.71	8	12.70	98.41	0	0.00	1	1.59	1.59		63
12	51	80.95	12	19.05	100.00	0	0.00	0	0.00	0.00		63
AV	650	85.98	93	12.30	98.28	8	1.06	5	0.66	1.72	100.00	756
	Strongly agree		Agree			Disagree		Strongly disagree				

1. I like Block Scheduling
2. I like having two distinct Terms with different students.
3. My students like Block Scheduling.
4. I am able to spend more time with individual students in the Block.
5. The curriculum has been modified to accommodate the block.
6. Attendance is important in the Block.
7. My students are spending more time on task.
8. I am happy to be associated with Sierra High School.
9. I'm using more teaching strategies that involve students in their learning.
10. Better relationships have lead to fewer discipline problems.
11. I would not want to return to the traditional schedule.
12. High is a safe place

	Staff Block Survey Results - April , 2016 (16-17)											
	#		**#**		**1,2**	**#**		**#**		**3,4**		
#	**1**	**%**	**2**	**%**	**TOT**	**3**	**%**	**4**	**%**	**TOT**	**1**	**# Returned**
1	56	88.89	7	11.11	100.00	4	0.00	0	0.00	0.00		63
2	60	95.24	8	1.59	96.83	2	3.17	1	0.00	3.17		63
3	46	73.02	16	25.40	98.41	1	1.59	1	0.00	1.59		63
4	48	76.19	13	20.63	96.83	2	3.17	0	0.00	3.17		63
5	54	85.71	8	12.70	98.41	1	1.59	0	0.00	1.59		63
6	61	96.83	2	3.17	100.00	0	0.00	0	0.00	0.00		63
7	36	57.14	26	41.27	98.41	1	1.59	0	0.00	1.59		63
8	57	90.48	6	9.52	100.00	0	0.00	0	0.00	0.00		63
9	45	71.43	17	26.98	98.41	1	1.59	0	0.00	1.59		63
10	43	68.25	17	26.98	95.24	3	4.76	0	0.00	4.76		63
11	59	93.65	3	4.76	98.41	1	1.59	1	1.59	3.17		63
12	45	71.43	17	26.98	98.41	0	0.00	0	0.00	0.00		63
AV	610	80.69	140	17.59	98.28	16	1.59	3	0.13	1.72	100.00	756
	Strongly agree		Agree			Disagree		Strongly disagree				

1. I like Block Scheduling
2. I like having two distinct Terms with different students.
3. My students like Block Scheduling.
4. I am able to spend more time with individual students in the Block.
5. The curriculum has been modified to accommodate the block.
6. Attendance is important in the Block.
7. My students are spending more time on task.
8. I am happy to be associated with Sierra High School.
9. I'm using more teaching strategies that involve students in their learning.
10. Better relationships have lead to fewer discipline problems.
11. I would not want to return to the traditional schedule.
12. Sierra High is a safe place

Parent Block Survey Results

#	# 1	%	# 2	%	# 3	%	# 4	%			# Returned
Block Survey Results - Parents April 2015 (14-15)											
1	312	71.23	117	26.71	7	1.60	2	0.46	100.00		438
2	206	47.03	207	47.26	24	5.48	1	0.23	100.00		438
3	209	47.72	184	42.01	40	9.13	5	1.14	100.00		438
4	225	51.37	181	41.32	28	6.39	4	0.91	100.00		438
5	248	56.62	168	38.36	21	4.79	1	0.23	100.00		438
6	252	57.53	158	36.07	22	5.02	6	1.37	100.00		438
7	198	45.21	195	44.52	39	8.90	6	1.37	100.00		438
8	219	50.00	201	45.89	16	3.65	2	0.46	100.00		438
9	269	61.42	159	36.30	9	2.05	1	0.23	100.00		438
10	271	61.87	152	34.70	12	2.74	3	0.68	100.00		438
AV	2409	55.25	1722	38.62	218	5.40	31	0.72	100.00		4380
	Strongly agree		Agree		No opinion		Disagree				

1. It is my opinion that Block is a positive schedule for my student.
2. Block allows my student to take more electives
3. Because of longer class time, teacher-student relations are generally positive.
4. My student's grades are better with fewer classes at a time
5. Attendance is important in the Block
6. Increased class time allows my student opportunities to be engaged in learning.
7. Teachers plan a variety of instructional strategies and design learning for all.
8. The learning environment is organized and positive.
9. I am happy to be associated with Sierra High School.
10. I feel the Block will help prepare my student for college, technical school, and other future learning opportunities.

#	# 1	%	# 2	%	# 3	%	# 4	%			# Returned
Block Survey Results - Parents April 2016 (15-16)											
1	580	79.89	135	18.60	6	0.83	5	0.69	100.00		726
2	620	85.40	86	11.85	20	2.75	0	0.00	100.00		726
3	325	44.77	341	46.97	50	6.89	10	1.38	100.00		726
4	480	66.12	225	30.99	20	2.75	1	0.14	100.00		726
5	450	61.98	266	36.64	9	1.24	1	0.14	100.00		726
6	380	52.34	325	44.77	17	2.34	4	0.55	100.00		726
7	382	52.62	312	42.98	30	4.13	2	0.28	100.00		726
8	360	49.59	352	48.48	12	1.65	2	0.28	100.00		726
9	425	58.54	290	39.94	9	1.24	2	0.28	100.00		726
10	490	67.49	220	30.30	9	1.24	7	0.96	100.00		726
AV	4492	65.08	2552	31.63	182	2.80	34	0.48	100.00		7260
	Strongly agree		Agree		No opinion		Disagree				

1. It is my opinion that Block is a positive schedule for my student.
2. Block allows my student to take more electives
3. Because of longer class time, teacher-student relations are generally positive.
4. My student's grades are better with fewer classes at a time
5. Attendance is important in the Block
6. Increased class time allows my student opportunities to be engaged in learning.
7. Teachers plan a variety of instructional strategies and design learning for all.
8. The learning environment is organized and positive.
9. I am happy to be associated with Sierra High School.
10. I feel the Block will help prepare my student for college, technical school, and other future learning opportunities.

Block Survey Results - Parents April 2017 (16-17)											
	#		**#**		**#**		**#**				
#	**1**	**%**	**2**	**%**	**3**	**%**	**4**	**%**			**# Returned**
1	191	58.59	116	35.58	9	2.76	10	3.07	100.00		326
2	124	38.04	160	49.08	30	9.20	12	3.68	100.00		326
3	134	41.10	145	44.48	34	10.43	13	3.99	100.00		326
4	148	45.40	144	44.17	25	7.67	9	2.76	100.00		326
5	183	56.13	117	35.89	20	6.13	6	1.84	100.00		326
6	157	48.16	133	40.80	27	8.28	9	2.76	100.00		326
7	113	34.66	179	54.91	22	6.75	12	3.68	100.00		326
8	138	42.33	165	50.61	13	3.99	10	3.07	100.00		326
9	183	56.13	125	38.34	6	1.84	12	3.68	100.00		326
10	169	51.84	129	39.57	18	5.52	10	3.07	100.00		326
AV	1540	47.90	1413	41.67	204	7.41	103	3.02	100.00		3260
	Strongly agree		Agree		No opinion		Disagree				

1. It is my opinion that Block is a positive schedule for my student.
2. Block allows my student to take more electives
3. Because of longer class time, teacher-student relations are generally positive.
4. My student's grades are better with fewer classes at a time
5. Attendance is important in the Block
6. Increased class time allows my student opportunities to be engaged in learning.
7. Teachers plan a variety of instructional strategies and design learning for all.
8. The learning environment is organized and positive.
9. I am happy to be associated with Sierra High School.
10. I feel the Block will help prepare my student for college, technical school, and other future learning opportunities.

APPENDIX D

MOST RECENT HEALTHY KIDS SURVEY

CALIFORNIA HEALTHY KIDS SURVEY

Sierra High
Secondary
2015-2016
Main Report

Date prepared: 23 Mar 2016
CDS code: 39685933930310

Contents

List of Tables

PREFACE

This report provides the detailed results for each question from this school/district's 2015–16 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys–*California School Climate Survey* (CSCS) for staff and the *California School Parent Survey* (CSPS)–is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys (Cal-SCHLS) System*, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis to provide key data on school climate, learning supports and barriers, and stakeholder engagement, as well as overall youth development, health, and well-being. The surveys provide a wealth of information to guide school improvement efforts and your Local Control and Accountability Plan (LCAP), particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement.

Factsheets, guidebooks, and other resources to help in understanding and using survey results are available for downloading from the survey website: chks.wested.org. The California Safe and Supportive Schools website also provides a wealth of information and tools helpful in implementing effective strategies that address the needs identified by the survey in regard to school climate improvement and promoting social-emotional learning. Particularly valuable in regard to LCAP efforts are ***Making Sense of School Climate*** (californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf) and ***Helpful Resources for Local Control and Accountability Plans, 2014-15*** (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf).

The Cal-SCHLS Technical Assistance Center offers workshops to help in identifying local needs and developing action plans to meet those needs, including a Listening to Students Workshop for involving student voice in the process (see below).

SURVEY PURPOSE

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data that would assist schools in: (1) fostering positive school climates and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts and to also develop effective prevention, health, and youth development programs. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for students, staff, and parents.

SURVEY CONTENT OVERVIEW

The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

The Core Module consists of a broad range of key questions, identified by an expert advisory committee, that are considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being. The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health). To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is also available.

School-Related Core Content

The great majority of all questions on the CHKS Core are school-specific. The survey provides self-reported data on:

- Student grades, truancy, reasons for missing school, learning motivation, and school connectedness, as indicators of engagement;

- The levels of students' three fundamental developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;

- Perceived safety and the frequency of, type, and reasons for, harassment and bullying at school; and

- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

Supplementary School Climate Module

A supplementary School Climate Module provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment (download from chks.wested.org/administer/supplemental1#clim). A companion Learning Conditions module can be added to the staff survey to compare their perceptions on the same constructs.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Each student's participation was voluntary, anonymous, and confidential. Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).

THE REPORT

The tables in the Main Report, organized by topic, provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

Racial/Ethnic Subgroup Results

Several tables are useful for helping districts identify and address student needs related to closing the state's persistent racial/ethnic achievement gap. On the CHKS, students are asked to indicate their racial/ethnic identity and to report whether they have experienced harassment because of their race/ethnicity. Summary tables provide key findings (e.g., harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories. Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity of students.

UNDERSTANDING AND USING THE DATA

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download californias3.wested.org/resourcesS3_school /climateguidebook_final.pdf)

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results, such as changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).

Sample Characteristics

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 60%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process. The results of this student survey should be compared to those obtained from the Cal-SCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences.

CHKS results will also be enriched if analyzed in the context of other data typically collected by schools that relate to the variables assessed, such as discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

The following actions, which can be requested as custom services (additional fees apply), will help in fostering effective use of the results to support school and program improvement efforts and the LCAP process.

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies). Two types of reports are available:

- A full report with all the survey results.

- A short, user-friendly, graphic **School Climate Report Card** that provides results across eight domains of school climate and provides an overall **School Climate Index** score based on those domains. (View a sample report: visit californias3.wested.org/resources/California_State_SCRC _1314.pdf).

Request District School Climate Report Card

For districts that survey all their schools, a district-level School Climate Report Card that aggregates all their results across eight domains can also be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

Request Disaggregated Report or Analyses

The staff of the Regional TA Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity as discussed above, or by youth who are low in academic motivation compared those who are high). This is particularly important given the LCAP requirement the districts identify and address the needs of underserved subgroups.

Engage Students, Staff, and Parents in an Action Planning Process

Engage students, staff, and parents in reviewing and exploring the meaning of the results and obtain their input into how the school might better meet the needs identified and the development of a detailed action plan. This communicates to stakeholders that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This helps enhance school connectedness among students and parent involvement, two of the LCAP priorities. It will also promote higher rates of participation the next time the survey is administered, as stakeholders will see how the data has been used for positive purposes.

On request, Cal-SCHLS staff can conduct a structured group Listening to Students Workshop designed

to explore with students, as staff observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey. Cal-SCHLS staff also can conduct a Data Use Action Planning Workshop designed to identify local needs based on the survey results and engage stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your Cal-SCHLS Technical Assistance Center (call 888.841.7536 or email schoolclimate@wested.org). See also: californias3.wested.org/workshops.

ACKNOWLEDGMENTS

<div align="right">

Gregory Austin, Ph.D.
CHKS/CSCS Director, WestEd

Tom Herman
Administrator, Coordinated School Health and Safety Office
California Department of Education

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
C. Building Healthy Communities (BHC) Module	
D. CalMHSA Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Military Connected School Module	
J. Physical Health & Nutrition Module	
K. Resilience & Youth Development Module	
L. Safety & Violence Module	
M. School Climate Module	
N. Sexual Behavior Module	
O. Social Emotional Health Module	
P. Tobacco Module	X
Q. Cal-Well Module (New This Year)	
R. Gender & Sex-Based Harassment Module (New This Year)	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 9	Grade 11
Student Sample Size		
Target sample	350	325
Final number	255	324
Average Response Rate	73%	100%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 11 %	Table
School Engagement and Supports			
School connectedness (high)	52	46	A4.4
Academic motivation (high)	44	30	A4.4
Truant more than a few times[†]	2	6	A4.2
Caring adult relationships (high)	31	23	A4.4
High expectations (high)	45	33	A4.4
Meaningful participation (high)	10	13	A4.4
School Safety and Substance Use			
School perceived as very safe or safe	69	67	A5.1
Experienced any harassment or bullying[†]	34	20	A5.4
Had mean rumors or lies spread about you[†]	33	32	A5.2
Been afraid of being beaten up[†]	12	7	A5.3
Been in a physical fight[†]	5	7	A5.3
Seen a weapon on campus[†]	10	8	A5.6
Been drunk or "high" on drugs at school, ever	3	6	A6.9
Mental and Physical Health			
Current alcohol or drug use[‡]	12	26	A6.4
Current binge drinking[‡]	2	9	A6.5
Very drunk or "high" 7 or more times	3	15	A6.6
Current cigarette smoking[‡]	0	3	A7.3
Experienced chronic sadness/hopelessness[†]	28	30	A8.3
Considered suicide[†]	15	12	A8.4

Notes: Cells are empty if there are less than 25 respondents.
[†]*Past 12 months;* [‡]*Past 30 days.*

3. Demographics

Table A3.1

Age of Sample

	Grade 9 %	Grade 11 %
10 years or younger	0	0
11 years old	0	0
12 years old	0	0
13 years old	2	0
14 years old	80	0
15 years old	18	2
16 years old	0	69
17 years old	0	29
18 years old or older	0	1

Question HS/MS A.3: How old are you?
Note: Cells are empty if there are less than 25 respondents.

Table A3.2

Gender of Sample

	Grade 9 %	Grade 11 %
Male	49	43
Female	51	57

Question HS/MS A.4: What is your sex?
Note: Cells are empty if there are less than 25 respondents.

Table A3.3

Hispanic or Latino

	Grade 9 %	Grade 11 %
No	47	48
Yes	53	52

Question HS/MS A.6: Are you of Hispanic or Latino origin?
Note: Cells are empty if there are less than 25 respondents.

Table A3.4

Race

	Grade 9 %	Grade 11 %
American Indian or Alaska Native	4	3
Asian	15	10
Black or African American	3	7
Native Hawaiian or Pacific Islander	4	7
White	29	35
Mixed (two or more) races	45	38

Question HS/MS A.7: What is your race?
Note: Cells are empty if there are less than 25 respondents.

Table A3.5

Living Situation

	Grade 9 %	Grade 11 %
A home with one or more parents or guardian	95	96
Other relative's home	2	1
A home with more than one family	3	2
Friend's home	0	0
Foster home, group care, or waiting placement	0	1
Hotel or motel	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0
Other living arrangement	1	1

Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Note: Cells are empty if there are less than 25 respondents.

Table A3.6
Highest Education of Parents

	Grade 9 %	Grade 11 %
Did not finish high school	8	14
Graduated from high school	21	25
Attended college but did not complete four-year degree	20	19
Graduated from college	33	30
Don't know	18	11

Question HS/MS A.10: What is the highest level of education your parents completed? (Mark the educational level of the parent who went the furthest in school.)
Note: Cells are empty if there are less than 25 respondents.

Table A3.7
Free or Reduced Price Meals Eligibility

	Grade 9 %	Grade 11 %
No	44	54
Yes	42	40
Don't know	14	7

Question HS/MS A.11: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)
Note: Cells are empty if there are less than 25 respondents.

Table A3.8

Participation in Migrant Education Program, Past 3 Years

	Grade 9 %	Grade 11 %
No	81	89
Yes	1	1
Don't know	18	11

Question HS/MS A.12: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?
Note: Cells are empty if there are less than 25 respondents.

Table A3.9

Language Spoken at Home

	Grade 9 %	Grade 11 %
English	69	69
Spanish	22	22
Mandarin	0	0
Cantonese	0	1
Taiwanese	0	0
Tagalog	2	2
Vietnamese	2	0
Korean	0	0
Other	5	6

Question HS/MS A.13: What language is spoken most of the time in your home?
Note: Cells are empty if there are less than 25 respondents.

Table A3.10

English Language Proficiency

	Grade 9 %	Grade 11 %
How well do you...		
understand English?		
Very well	93	92
Well	7	8
Not well	0	0
Not at all	0	0
speak English?		
Very well	89	89
Well	11	10
Not well	0	0
Not at all	0	0
read English?		
Very well	89	86
Well	10	13
Not well	1	2
Not at all	0	0
write English?		
Very well	82	82
Well	17	15
Not well	1	2
Not at all	0	0

Question HS/MS A.14-17: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.
Note: Cells are empty if there are less than 25 respondents.

Table A3.11

Number of Days Attending Afterschool Program

	Grade 9 %	Grade 11 %
0 days	75	79
1 day	6	7
2 days	4	3
3 days	4	1
4 days	4	2
5 days	8	8

Question HS/MS A.18: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 25 respondents.

Table A3.12

Sexual Identification

	Grade 9 %	Grade 11 %
Heterosexual (straight)	87	87
Gay or Lesbian or Bisexual	6	8
Transgender	1	1
Not sure	5	7
Decline to respond	5	6

Question HS A.120/MS A.110: Which of the following best describes you? (Mark All That Apply.)
Notes: Cells are empty if there are less than 25 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A3.13

Military Connections

	Grade 9 %	Grade 11 %
No	97	96
Yes	2	3
Don't know	1	1

Question HS A.119/MS A.109: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Note: Cells are empty if there are less than 25 respondents.

4. School Performance, Supports, and Engagements

Table A4.1

Grades, Past 12 Months

	Grade 9 %	Grade 11 %
Mostly A's	20	17
A's and B's	36	35
Mostly B's	11	12
B's and C's	20	26
Mostly C's	6	5
C's and D's	5	4
Mostly D's	1	1
Mostly F's	1	0

Question HS/MS A.19: During the past 12 months, how would you describe the grades you mostly received in school?
Note: Cells are empty if there are less than 25 respondents.

Table A4.2

Truancy, Past 12 Months

	Grade 9 %	Grade 11 %
0 times	80	67
1-2 times	12	16
A few times	7	11
Once a month	1	3
Once a week	0	1
More than once a week	0	2

Question HS/MS A.20: During the past 12 months, about how many times did you skip school or cut classes?
Note: Cells are empty if there are less than 25 respondents.

Table A4.3

Reasons for Absence

	Grade 9 %	Grade 11 %
Does not apply, I didn't miss any school	46	36
Illness (feeling physically sick), including problems with breathing or your teeth	42	52
Felt very sad, hopeless, anxious, stressed, or angry	7	9
Didn't get enough sleep	8	16
Didn't feel safe at school	1	2
Had to work	0	1
Had to take care of or help a family member or friend	3	6
Wanted to spend time with friends who don't go to your school	0	0
Wanted to use alcohol or drugs	0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	4	8
Were bored with or uninterested in school	2	6
Were suspended	2	1
Other reason	11	10

Question HS/MS A.21: In the past 30 days, did you miss school for any of the following reasons? (Mark All That Apply.)

Notes: Cells are empty if there are less than 25 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A4.4

School Developmental Supports, Connectedness, and Academic Motivation

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11		
	H	M	L	H	M	L
School Environment						
Total School Supports	27	56	17	22	57	21
Caring Adults in School	31	51	18	23	61	15
High Expectations-Adults in School	45	47	8	33	57	10
Meaningful Participation-Adults in School	10	49	41	13	45	42
School Connectedness	52	43	5	46	44	10
Academic Motivation	44	40	15	30	45	25

Note: Cells are empty if there are less than 25 respondents.

Table A4.5
School Connectedness Scale Questions

	Grade 9 %	Grade 11 %
I feel close to people at this school.		
Strongly disagree	4	7
Disagree	9	12
Neither disagree nor agree	24	25
Agree	43	43
Strongly agree	20	13
I am happy to be at this school.		
Strongly disagree	4	8
Disagree	8	9
Neither disagree nor agree	17	25
Agree	44	39
Strongly agree	27	18
I feel like I am part of this school.		
Strongly disagree	6	7
Disagree	8	10
Neither disagree nor agree	26	32
Agree	40	39
Strongly agree	20	13
The teachers at this school treat students fairly.		
Strongly disagree	4	6
Disagree	9	9
Neither disagree nor agree	23	29
Agree	45	45
Strongly agree	18	11
I feel safe in my school.		
Strongly disagree	2	3
Disagree	4	4
Neither disagree nor agree	22	23
Agree	52	56
Strongly agree	21	14

Question HS/MS A.22-26: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.
Note: Cells are empty if there are less than 25 respondents.

Table A4.6
Academic Motivation Scale Questions

	Grade 9 %	Grade 11 %
I try hard to make sure that I am good at my schoolwork.		
Strongly disagree	1	2
Disagree	3	4
Neither disagree nor agree	8	14
Agree	39	47
Strongly agree	48	34
I try hard at school because I am interested in my work.		
Strongly disagree	4	4
Disagree	8	14
Neither disagree nor agree	22	25
Agree	36	34
Strongly agree	30	23
I work hard to try to understand new things at school.		
Strongly disagree	2	4
Disagree	3	5
Neither disagree nor agree	15	21
Agree	44	43
Strongly agree	36	28
I am always trying to do better in my schoolwork.		
Strongly disagree	1	3
Disagree	2	2
Neither disagree nor agree	10	19
Agree	39	42
Strongly agree	48	35

Question HS/MS A.31-34: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.
Note: Cells are empty if there are less than 25 respondents.

Table A4.7

School Developmental Supports Scale Questions

At my school, there is a teacher or some other adult...	Grade 9 %	Grade 11 %
Caring Relationships		
who really cares about me.		
Not at all true	15	15
A little true	37	33
Pretty much true	27	33
Very much true	21	19
who notices when I'm not there.		
Not at all true	17	17
A little true	25	25
Pretty much true	32	38
Very much true	25	19
who listens to me when I have something to say.		
Not at all true	8	9
A little true	25	23
Pretty much true	35	43
Very much true	32	25
High Expectations		
who tells me when I do a good job.		
Not at all true	8	9
A little true	27	25
Pretty much true	40	45
Very much true	26	21
who always wants me to do my best.		
Not at all true	3	7
A little true	16	20
Pretty much true	37	42
Very much true	44	31
who believes that I will be a success.		
Not at all true	9	8
A little true	22	21
Pretty much true	29	43
Very much true	40	28

Question HS/MS A.35-40: At my school, there is a teacher or some other adult... who really cares about me... who tells me when I do a good job... who notices when I am not there... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.
Note: Cells are empty if there are less than 25 respondents.

Table A4.7

School Developmental Supports Scale Questions - Continued

At school...	Grade 9 %	Grade 11 %
Opportunities for Meaningful Participation		
I do interesting activities.		
Not at all true	18	18
A little true	30	37
Pretty much true	28	25
Very much true	24	20
I help decide things like class activities or rules.		
Not at all true	54	53
A little true	29	24
Pretty much true	10	14
Very much true	6	8
I do things that make a difference.		
Not at all true	34	33
A little true	38	37
Pretty much true	19	20
Very much true	9	10

Question HS/MS A.41-43: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.

Note: Cells are empty if there are less than 25 respondents.

Table A4.8
Parent Involvement in School

	Grade 9 %	Grade 11 %
Teachers at this school communicate with parents about what students are expected to learn in class.		
Strongly disagree	2	6
Disagree	8	12
Neither disagree nor agree	27	40
Agree	45	34
Strongly agree	19	7
Parents feel welcome to participate at this school.		
Strongly disagree	2	3
Disagree	3	8
Neither disagree nor agree	37	44
Agree	40	35
Strongly agree	17	10
School staff takes parent concerns seriously.		
Strongly disagree	3	5
Disagree	6	12
Neither disagree nor agree	37	41
Agree	40	33
Strongly agree	14	9

Question HS/MS A.28-30: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.
Note: Cells are empty if there are less than 25 respondents.

Table A4.9

Quality of School Physical Environment

	Grade 9 %	Grade 11 %
My school is usually clean and tidy.		
Strongly disagree	2	5
Disagree	8	10
Neither disagree nor agree	26	26
Agree	50	50
Strongly agree	14	9

Question HS/MS A.27: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.

Note: Cells are empty if there are less than 25 respondents.

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 9 %	Grade 11 %
Very safe	15	18
Safe	53	50
Neither safe nor unsafe	29	30
Unsafe	2	2
Very unsafe	0	2

Question HS A.91/MS A.81: How safe do you feel when you are at school?
Note: Cells are empty if there are less than 25 respondents.

Table A5.2

Verbal Harassment

	Grade 9 %	Grade 11 %
During the past 12 months, how many times on school property have you...		
had mean rumors or lies spread about you?		
0 times	67	68
1 time	16	13
2 to 3 times	10	9
4 or more times	6	10
had sexual jokes, comments, or gestures made to you?		
0 times	71	71
1 time	10	9
2 to 3 times	9	9
4 or more times	10	11
been made fun of because of your looks or the way you talk?		
0 times	68	72
1 time	11	13
2 to 3 times	7	6
4 or more times	14	9
been made fun of, insulted, or called names?		
0 times	64	72
1 time	15	11
2 to 3 times	10	6
4 or more times	11	11

Question HS A.95-97, 106/MS A.86-88, 97: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?
Note: Cells are empty if there are less than 25 respondents.

Table A5.3

Violence and Victimization on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
During the past 12 months, how many times on school property have you...		
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?		
0 times	83	91
1 time	9	5
2 to 3 times	6	1
4 or more times	3	3
been afraid of being beaten up?		
0 times	88	93
1 time	9	3
2 to 3 times	2	1
4 or more times	2	2
been in a physical fight?		
0 times	95	93
1 time	3	4
2 to 3 times	2	2
4 or more times	0	1
been threatened with harm or injury?		
0 times	92	94
1 time	5	2
2 to 3 times	1	2
4 or more times	1	3
been threatened or injured with a weapon (gun, knife, club, etc.)?		
0 times	98	98
1 time	1	1
2 to 3 times	1	0
4 or more times	0	1
been offered, sold, or given an illegal drug?		
0 times	84	81
1 time	10	10
2 to 3 times	3	6
4 or more times	3	4

Question HS A.92-94, 99, 103, 105/MS A.83-85, 90, 94, 96: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?
Note: Cells are empty if there are less than 25 respondents.

Table A5.4

Reasons for Harassment on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Race, ethnicity, or national origin		
0 times	84	92
1 time	4	4
2 or more times	12	4
Religion		
0 times	91	96
1 time	5	2
2 or more times	5	2
Gender (being male or female)		
0 times	93	97
1 time	2	1
2 or more times	4	2
Because you are gay or lesbian or someone thought you were		
0 times	91	95
1 time	4	2
2 or more times	5	4
A physical or mental disability		
0 times	96	97
1 time	1	1
2 or more times	3	2
Any of the above five hate-crime reasons	26	14
Any other reason		
0 times	80	85
1 time	6	4
2 or more times	14	11
Any harassment	34	20

Question HS A.107-112/MS A.98-103: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender (being male or female)... Because you are gay or lesbian or someone thought you were... A physical or mental disability... Any other reason.

Note: Cells are empty if there are less than 25 respondents.

Table A5.5

Property Damage on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Had your property stolen or deliberately damaged		
0 times	83	88
1 time	11	7
2 to 3 times	4	4
4 or more times	2	1
Damaged school property on purpose		
0 times	97	96
1 time	2	3
2 to 3 times	0	0
4 or more times	1	1

Question HS A.98, 100/MS A.89, 91: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?
Note: Cells are empty if there are less than 25 respondents.

Table A5.6

Weapons Possession on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Carried a gun		
0 times	100	99
1 time	0	0
2 to 3 times	0	0
4 or more times	0	1
Carried any other weapon (such as a knife or club)		
0 times	98	98
1 time	1	1
2 to 3 times	0	0
4 or more times	1	1
Seen someone carrying a gun, knife, or other weapon		
0 times	90	92
1 time	8	4
2 to 3 times	2	2
4 or more times	0	3

Question HS A.101, 102, 104/MS A.92, 93, 95: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?
Note: Cells are empty if there are less than 25 respondents.

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 9 %	Grade 11 %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	27	44	A6.2
Current alcohol or drugs	12	26	A6.4
Current heavy drug users	4	7	A6.4
Current heavy alcohol user (binge drinker)	2	9	A6.4
Current alcohol or drug use on school property	1	2	A6.10

Note: Cells are empty if there are less than 25 respondents.

Table A6.2

Lifetime AOD Use

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
0 times	77	59
1 time	6	11
2 to 3 times	11	7
4 or more times	6	23
Marijuana		
0 times	88	71
1 time	4	9
2 to 3 times	2	3
4 or more times	6	17
Inhalants (to get "high")		
0 times	95	98
1 time	2	0
2 to 3 times	2	1
4 or more times	0	1
Cocaine, Methamphetamine, or any amphetamines		
0 times	99	98
1 time	0	1
2 to 3 times	0	0
4 or more times	0	1
Ecstasy, LSD, or other psychedelics		
0 times	99	97
1 time	0	1
2 to 3 times	1	1
4 or more times	0	1
Any other drug, or pill, or medicine to get "high" or for other than medical reasons		
0 times	97	96
1 time	1	1
2 to 3 times	1	2
4 or more times	1	1
Any of the above AOD use	27	44

Question HS A.47-50, 52, 57/MS A.48-50, 52: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get "high" or for other than medical reasons.
Notes: Cells are empty if there are less than 25 respondents.

Table A6.2

Lifetime AOD Use – Continued

	Grade 9 %	Grade 11 %
Prescription pain medication, tranquilizers, or sedatives		
0 times	92	88
1 time	2	3
2 to 3 times	2	4
4 or more times	4	4
Diet Pills		
0 times	97	97
1 time	1	0
2 to 3 times	1	1
4 or more times	1	2
Ritalin^{TM} or Adderall^{TM} or other prescription stimulant		
0 times	98	96
1 time	0	2
2 to 3 times	0	1
4 or more times	1	1
Cold/Cough Medicines or other over-the-counter medicines		
0 times	70	71
1 time	4	5
2 to 3 times	7	7
4 or more times	19	18

Question HS A.53-56: During your life, how many times have you used the following substances?... Prescription pain medication (Vicodin^{TM}, OxyContin^{TM}, Percodan^{TM}, Lortab^{TM}), tranquilizers, or sedatives (Xanax^{TM}, Ativan^{TM})... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin^{TM} or Adderall^{TM} (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over-the-counter medicines.
Notes: Cells are empty if there are less than 25 respondents.

Table A6.3

Summary of AOD Lifetime Use

	Grade 9 %	Grade 11 %
Alcohol	23	41
Marijuana	12	29
Inhalants	5	2
Cocaine	1	2
Ecstasy, LSD, or other psychedelics	1	3
Prescription pain killers, Diet Pills, or other prescription stimulant	11	14

Notes: Cells are empty if there are less than 25 respondents.

Table A6.4

Current AOD Use, Past 30 Days

	Grade 9 %	Grade 11 %
Alcohol (at least one drink)	10	21
Binge drinking (5 or more drinks in a row)	2	9
Marijuana	5	12
Inhalants	1	0
Prescription medications to get "high" or for reasons other than prescribed	4	4
Other drug, pill, or medicine to get "high" or for other than medical reasons	2	1
Any drug use	7	14
Heavy drug user	4	7
Any AOD Use	12	26
Two or more drugs at the same time	2	3

Question HS A.64-70/MS A.59-62, 63: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get "high")... prescription medications to get "high" or for reasons other than prescribed (such as Vicodin^{TM}, OxyContin^{TM}, Percodan^{TM}, Ritalin^{TM}, Adderall^{TM}, Xanax^{TM})... any other drug, pill, or medicine to get "high" or for other than medical reasons... two or more drugs at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?
Notes: Cells are empty if there are less than 25 respondents.

Table A6.5

Frequency of Current AOD Use, Past 30 Days

	Grade 9 %	Grade 11 %
Alcohol (at least one drink)		
0 days	90	79
1 or 2 days	8	17
3 to 9 days	2	4
10 to 19 days	1	1
20 or more days	0	0
Binge drinking (5 or more drinks in a row)		
0 days	98	91
1 or 2 days	1	6
3 to 9 days	1	3
10 to 19 days	0	0
20 or more days	0	0
Marijuana		
0 days	95	88
1 or 2 days	2	6
3 to 9 days	2	2
10 to 19 days	0	1
20 or more days	1	3

Question HS A.64-66/MS A.59-61: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)?

Note: Cells are empty if there are less than 25 respondents.

Table A6.6

Lifetime Drunk or "High"

	Grade 9 %	Grade 11 %
Very drunk or sick after drinking alcohol		
0 times	92	76
1 to 2 times	7	13
3 to 6 times	1	6
7 or more times	0	6
"High" (loaded, stoned, or wasted) from using drugs		
0 times	89	76
1 to 2 times	6	8
3 to 6 times	1	3
7 or more times	3	13
Very drunk or "high" 7 or more times	3	15

Question HS A.58, 59/MS A.53, 54: During your life, how many times have you been... very drunk or sick after drinking alcohol... "high" (loaded, stoned, or wasted) from using drugs?

Note: Cells are empty if there are less than 25 respondents.

Table A6.7

Cessation Attempts

	Grade 9 %	Grade 11 %
Alcohol		
Does not apply, don't use	91	82
0 times	6	15
1 time	3	2
2 to 3 times	0	1
4 or more times	0	0
Marijuana		
Does not apply, don't use	91	83
0 times	4	12
1 time	2	4
2 to 3 times	2	1
4 or more times	0	1

Question HS A.88, 89: How many times have you tried to quit or stop using... alcohol... marijuana?

Notes: Cells are empty if there are less than 25 respondents.

Table A6.8

Drinking While Driving

	Grade 9 %	Grade 11 %
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking		
Never	87	87
1 time	4	6
2 times	3	3
3 to 6 times	2	2
7 or more times	3	2

Question HS A.90: During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?
Notes: Cells are empty if there are less than 25 respondents.

Table A6.9

Lifetime Drunk or "High" on School Property

	Grade 9 %	Grade 11 %
0 times	97	94
1 to 2 times	1	3
3 to 6 times	2	1
7 or more times	0	3

Question HS A.60/MS A.55: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?
Note: Cells are empty if there are less than 25 respondents.

Table A6.10

Current AOD Use on School Property, Past 30 Days

	Grade 9 %	Grade 11 %
Alcohol		
0 days	99	99
1 to 2 days	1	1
3 or more days	0	1
Marijuana		
0 days	99	99
1 to 2 days	1	1
3 or more days	0	1
Any other drug, pill, or medicine to get "high" or for other than medical reasons?		
0 days	99	99
1 to 2 days	0	0
3 or more days	0	0
Any of the above	1	2

Question HS A.74-76/MS A.67-69: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol... smoke marijuana... use any other drug, pill, or medicine to get "high" or for other than medical reasons?

Note: Cells are empty if there are less than 25 respondents.

Table A6.11

Perceived Harm and Availability

	Grade 9 %	Grade 11 %
Perceived Harm of Use...		
Alcohol - drink occasionally		
Great	29	34
Moderate	32	28
Slight	27	23
None	12	16
Alcohol - 5 or more drinks once or twice a week		
Great	56	57
Moderate	28	18
Slight	8	13
None	8	12
Marijuana - smoke occasionally		
Great	44	34
Moderate	23	23
Slight	16	19
None	17	24
Marijuana - smoke once or twice a week		
Great	51	38
Moderate	22	21
Slight	12	19
None	15	22
Perceived Difficulty of Obtaining...		
Alcohol		
Very difficult	7	5
Fairly difficult	9	8
Fairly easy	28	27
Very easy	26	38
Don't know	31	21
Marijuana		
Very difficult	10	5
Fairly difficult	11	6
Fairly easy	20	19
Very easy	26	48
Don't know	33	23

Question HS A.79-82, 84, 85/MS A.72-75, 77, 78: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol occasionally... Have five or more drinks of an alcoholic beverage once or twice a week... Smoke marijuana occasionally... Smoke marijuana once or twice a week... How difficult is it for students in your grade to get any of the following substances if they really want them?... Alcohol... Marijuana.
Note: Cells are empty if there are less than 25 respondents.

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 11 %	Table
Use Prevalence and Patterns			
Ever smoked a whole cigarette	4	9	A7.2
Current cigarette smoking[‡]	0	3	A7.3
Current cigarette smoking at school[‡]	0	0	A7.4
Ever tried smokeless tobacco	2	7	A7.2
Current smokeless tobacco use[‡]	1	1	A7.3
Current smokeless tobacco use at school[‡]	0	1	A7.4
Ever used electronic cigarettes or other vaping device	21	24	A7.2
Current use of electronic cigarettes or other vaping device[‡]	5	5	A7.3
Current use of electronic cigarettes or other vaping device at school[‡]	1	0	A7.4
Cessation Attempts			
Tried to quit or stop using cigarettes	1	2	A7.5
Attitudes and Correlates			
Occasional smoking great harm	37	48	A7.7
Smoking 1-2 packs per day great harm	77	75	A7.7
Strongly disapprove of peer smoking 1 or more packs of cigarettes a day	70	67	A7.6
Very easy to obtain cigarettes	21	26	A7.7

Notes: Cells are empty if there are less than 25 respondents.

[‡]*Past 30 days.*

Table A7.2
Lifetime Tobacco Use

	Grade 9 %	Grade 11 %
A whole cigarette		
0 times	96	91
1 time	2	3
2 to 3 times	2	3
4 or more times	0	4
Smokeless tobacco		
0 times	98	93
1 time	2	2
2 to 3 times	0	2
4 or more times	0	4
An electronic cigarette or other vaping device		
0 times	79	76
1 time	6	6
2 to 3 times	7	7
4 or more times	7	11

Question HS A.44-46/MS A.45-47: During your life, how many times have you used the following substances? A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.
Notes: Cells are empty if there are less than 25 respondents.

Table A7.3

Any Current Use and Daily Use

	Grade 9 %	Grade 11 %
Cigarette		
Any	0	3
Daily (20 or more days)	0	1
Smokeless Tobacco		
Any	1	1
Daily (20 or more days)	0	0
Electronic cigarette		
Any	5	5
Daily (20 or more days)	0	1

Question HS A.61-63/MS A.56-58: During the past 30 days, on how many days did you use... cigarettes... smoke-less tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

Note: Cells are empty if there are less than 25 respondents.

Table A7.4

Current Smoking on School Property, Past 30 Days

	Grade 9 %	Grade 11 %
Cigarette		
0 days	100	100
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
Smokeless Tobacco		
0 days	100	99
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
Electronic cigarette or other vaping device		
0 days	99	100
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0

Question HS A.71-73/MS A.64-66: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco (dip, chew, or snuff)... use electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?
Note: Cells are empty if there are less than 25 respondents.

Table A7.5

Cigarette Smoking Cessation Attempts

	Grade 9 %	Grade 11 %
Does not apply, don't use	97	94
0 times	2	3
1 time	1	2
2 to 3 times	0	1
4 or more times	0	0

Question HS A.87: How many times have you tried to quit or stop using cigarettes?

Notes: Cells are empty if there are less than 25 respondents.

Table A7.6

Personal Disapproval of Peer Cigarette Smoking, One or More Packs A Day

	Grade 9 %	Grade 11 %
Neither approve nor disapprove	16	23
Somewhat disapprove	14	10
Strongly disapprove	70	67

Question HS A.86/MS A.79: How do you feel about someone your age smoking one or more packs of cigarettes a day?

Note: Cells are empty if there are less than 25 respondents.

Table A7.7

Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes

	Grade 9 %	Grade 11 %
Perceived Harm of Use...		
Smoke cigarettes occasionally		
Great	37	48
Moderate	37	25
Slight	19	14
None	7	13
Smoke 1-2 packs of cigarettes a day		
Great	77	75
Moderate	11	10
Slight	4	3
None	8	13
Perceived Difficulty of Obtaining...		
Cigarettes		
Very difficult	7	5
Fairly difficult	11	9
Fairly easy	25	28
Very easy	21	26
Don't know	37	32

Question HS A.77, 78, 83/MS A.70, 71, 76: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1-2 packs of cigarettes each day... How difficult is it for students in your grade to get any of the following substances if they really want them?... Cigarettes.

Note: Cells are empty if there are less than 25 respondents.

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 9 %	Grade 11 %
0 times (never)	83	81
1 time	8	7
2 to 3 times	4	6
4 or more times	5	6

Question HS A.113/MS A.104: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook^TM, Instagram^TM, Snapchat^TM, email, instant message)?
Note: Cells are empty if there are less than 25 respondents.

Table A8.2

Eating of Breakfast

	Grade 9 %	Grade 11 %
No	48	48
Yes	52	52

Question HS A.117/MS A.107: Did you eat breakfast today?
Note: Cells are empty if there are less than 25 respondents.

Table A8.3

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 11 %
No	72	70
Yes	28	30

Question HS A.115/MS A.106: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
Note: Cells are empty if there are less than 25 respondents.

Table A8.4

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 11 %
No	85	88
Yes	15	12

Question HS A.116: During the past 12 months, did you ever seriously consider attempting suicide?

Notes: Cells are empty if there are less than 25 respondents.

Table A8.5

Gang Involvement

	Grade 9 %	Grade 11 %
No	97	96
Yes	3	4

Question HS A.114/MS A.105: Do you consider yourself a member of a gang?

Note: Cells are empty if there are less than 25 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

School Developmental Supports and Connectedness by Race/Ethnicity - 9th Grade

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	26		31			26	26
Caring adults in school	30		25			38	28
High expectations-adults in school	43		50			48	44
Meaningful participation at school	6		6			13	9
School Connectedness	49		53			58	48
Academic Motivation	47		38			40	47

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.2

School Developmental Supports and Connectedness by Race/Ethnicity - 11th Grade

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	23		35			26	18
Caring adults in school	24		27			32	21
High expectations-adults in school	34		42			41	31
Meaningful participation at school	14		23			12	16
School Connectedness	50		58			46	49
Academic Motivation	35		38			36	27

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.3

Current Cigarette Smoking, by Race/Ethnicity

	Grade 9 %	Grade 11 %
Smoked cigarettes in the past 30 days		
Hispanic or Latino	1	3
American Indian or Alaska Native		
Asian	0	4
Black or African American		
Native Hawaiian or Pacific Islander		
White	0	1
Mixed (two or more) races	1	6

Notes: Cells are empty if there are less than 25 respondents.

10. Gender Breakdowns

Table A10.1

School Developmental Supports, Connectedness, and Academic Motivation by Gender

Percent of Students Scoring High	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
School Environment				
Total school supports	34	20	21	24
Caring adults in school	35	27	23	25
High expectations-adults in school	48	42	33	34
Meaningful participation at school	14	6	14	12
School Connectedness	55	48	44	50
Academic Motivation	47	42	34	26

Note: Cells are empty if there are less than 25 respondents.

Table A10.2

Selected Alcohol and Drug Use Measures by Gender

	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
Lifetime and Current AOD Use				
During your life, did you ever...				
drink alcohol (one full drink)?	29	16	44	37
use inhalants?	6	3	2	2
smoke marijuana?	12	12	31	26
During the past 30 days, did you...				
drink alcohol (one full drink)?	12	9	27	14
use inhalants?	2	1	0	1
smoke marijuana?	5	5	13	10
Level of Involvement (High Risk Patterns)				
During your life, have you ever...				
been very drunk or sick after drinking alcohol?	9	7	26	22
been "high" from using drugs?	12	10	25	23
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	2	2	12	5
AOD Use at School				
During your life, have you ever been drunk or "high" on school property?	2	3	6	7
During the past 30 days, did you use marijuana on school property?	2	0	1	2
Perceived Harm				
Frequent use of...is harmful.[A]				
alcohol (five or more drinks once or twice a week)	93	91	90	88
marijuana (once or twice a week)	88	83	80	75

Notes: Cells are empty if there are less than 25 respondents.

[A]Combines Great, Moderate, and Slight.

Table A10.3

Selected Tobacco Use Measures by Gender

	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	4	4	11	7
During the past 30 days, did you smoke a cigarette?	0	1	4	2
During the past 30 days, did you smoke cigarettes daily?	0	1	1	0
During the past 30 days, did you smoke cigarettes on school property?	0	0	0	0
Frequent use of cigarettes is harmful. (1-2 packs a day)[A]	94	90	89	86

Notes: Cells are empty if there are less than 25 respondents.
[A]Combines Great, Moderate, and Slight.

Table A10.4

School Safety–Related Indicators by Gender

	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
During the past 12 months at school, have you been harassed or bullied for any of the following reasons?				
Race, ethnicity, or national origin	16	16	8	8
Religion	10	8	3	5
Gender	9	4	4	2
Gay/lesbian, or someone thought you were	9	9	7	3
Physical/mental disability	4	3	3	2
Any other reason	21	19	16	13
During the past 12 months at school, have you been in a physical fight?	5	5	5	9
Feels safe at school	71	66	67	68
Currently belong to a gang	2	3	2	6

Note: Cells are empty if there are less than 25 respondents.

Table A10.5

Physical and Mental Health Measures by Gender

	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
Eating of breakfast	54	51	53	52
Chronic sad or hopeless feelings	35	21	39	18

Note: Cells are empty if there are less than 25 respondents.

Tobacco Module

1. Module Sample

Table P1.1

Student Sample for Tobacco Module

	Grade 9	Grade 11
Student Sample Size		
Target sample	350	325
Final number	245	299
Average Response Rate	70%	92%

2. Smoking Patterns and Access to Cigarettes

Table P2.1

Lifetime Smoking

	Grade 9 %	Grade 11 %
Every smoked cigarettes daily		
No	99	98
Yes	1	2
Smoked 100 cigarettes		
No	100	99
Yes	0	1

Question HS/MS P.1, 4: Have you ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days?... Have you smoked 100 cigarettes in your life?
Note: Cells are empty if there are less than 25 respondents.

Table P2.2

Smoking in Past 30 Days

	Grade 9 %	Grade 11 %
Number of cigarettes smoked per day		
None	100	97
Less than 1 cigarette per day	0	1
1 cigarette or more per day	0	2
1 cigarette per day	0	1
2 to 5 cigarettes per day	0	1
6 to 10 cigarettes per day	0	0
11 to 20 cigarettes per day	0	0
More than 20 cigarettes per day	0	1
Sources for Obtaining Cigarettes		
Did not smoke cigarettes in the past 30 days	100	95
Bought them in a store	0	0
Bought them from a vending machine	0	0
Gave someone else money to buy them for me	0	1
Borrowed them from someone else	0	0
Took them from a store or family member	0	0
A friend gave them to me	0	0
A person 18 years or older gave them to me	0	1
Other people gave them to me	0	0
Got them some other way	0	1
Current cigar smoking		
0 days	99	95
1 to 2 days	1	3
3 to 5 days	0	1
6 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	0

Question HS/MS P.3, 5, 6: During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?... If you smoked cigarettes during the past 30 days, how did you usually get them? (Select Only One Response.)... During the past 30 days, on how many days did you smoke any cigars, cigarillos, or little cigars (Swishers[TM], Black&Mild[TM], or Prime Times[TM])?
Note: Cells are empty if there are less than 25 respondents.

Table P2.3

Ever Smoke to Control Weight

	Grade 9 %	Grade 11 %
No	100	100
Yes	0	0

Question HS/MS P.2: Did you ever smoke to control your weight?
Note: Cells are empty if there are less than 25 respondents.

Table P2.4

Current Desire to Quit Smoking Cigarettes

	Grade 9 %	Grade 11 %
I don't smoke cigarettes; does not apply	99	96
No	1	3
Yes	0	1

Question HS/MS P.7: If you now smoke cigarettes, would you like to quit smoking?
Note: Cells are empty if there are less than 25 respondents.

3. Smoking Cessation

Table P3.1
Likelihood of Quitting

	Grade 9 %	Grade 11 %
Definitely will	91	92
Probably will	3	3
May or may not	2	4
Probably will not	1	0
Definitely will not	3	1

Question HS/MS P.8: If you are currently using tobacco, how likely are you to try to quit?
Note: Cells are empty if there are less than 25 respondents.

Table P3.2
Lifetime Frequency of Smoking Cessation Attempts

	Grade 9 %	Grade 11 %
Don't smoke cigarettes; does not apply	98	95
0 times	1	3
One or more times	1	2
1 time	0	1
2 to 3 times	1	0
4 or more times	0	1

Question HS/MS P.9: How many times have you tried to quit smoking cigarettes?
Note: Cells are empty if there are less than 25 respondents.

Table P3.3
Control Over Quitting

	Grade 9 %	Grade 11 %
No control at all	7	10
A little control	2	3
Medium control	4	2
A lot of control	6	4
Total control	82	82

Question HS/MS P.10: How much control do you have over whether you quit using tobacco?

Note: Cells are empty if there are less than 25 respondents.

Table P3.4
Type of Help Sought at School to Help Quit Smoking, Past 12 Months

	Grade 9 %	Grade 11 %
Go to a special group or class		
Did not use tobacco	99	96
No	1	3
Yes	0	0
Talk to an adult at school about how to quit		
Did not use tobacco	99	96
No	1	3
Yes	0	0
Talk to a peer helper about how to quit		
Did not use tobacco	99	96
No	1	3
Yes	0	1

Question HS/MS P.11-13: If you used tobacco during the past 12 months, did you do any of the following things at school to get help to quit using?... Go to a special group or class... Talk to an adult at your school about how to quit... Talk to a peer helper about how to quit.
Note: Cells are empty if there are less than 25 respondents.

4. Attitudes and Beliefs

Table P4.1

Likelihood of Smoking in the Next Year

	Grade 9 %	Grade 11 %
Sure it will not happen	84	82
It probably will not happen	10	10
Even chance (50-50) that it will happen	5	5
It probably will happen	0	3
It will happen for sure	0	1

Question HS/MS P.17: How likely do you think it is that you will smoke one or more cigarettes in the next year?
Note: Cells are empty if there are less than 25 respondents.

Table P4.2

Agreement with Eight Statements About Smoking

Percent responding "Very much agree" or "Agree"	Grade 9 %	Grade 11 %
Smoking makes kids look grown up	10	16
Smoking makes your teeth yellow	95	96
Smoking is cool	2	4
Smoking makes you smell bad	89	89
Smoking helps you make friends	7	8
Smoking is bad for your health	90	93
Smoking helps you relax	24	26
Smoking helps control your weight	9	9

Question HS/MS P.19-26: Please indicate whether or not you agree with the following statements... Percent responding "Very much agree" or "Agree".
Note: Cells are empty if there are less than 25 respondents.

Table P4.3

Estimated Prevalence of Adult Cigarette Smoking

	Grade 9 %	Grade 11 %
None of them	22	20
Some	60	55
Many	15	22
Most or all	2	2

Question HS/MS P.18: About how many adults you know smoke cigarettes?
Note: Cells are empty if there are less than 25 respondents.

Table P4.4

Estimated Prevalence of Peer Cigarette Smoking

	Grade 9 %	Grade 11 %
0	17	17
10	42	41
20	13	15
30	12	9
40	6	6
50	5	5
60	2	2
70	2	1
80	1	1
90	0	1
100	0	2

Question HS/MS P.30: Think about a group of 100 students (about three classrooms) in your grade. About how many students do you think smoke cigarettes at least once a month?
Note: Cells are empty if there are less than 25 respondents.

5. Prevention Program Exposure

Table P5.1

Tobacco Education in School, Past 12 Months

	Grade 9 %	Grade 11 %
Have lessons about tobacco and its effects on the body		
No	48	59
Yes	41	30
Not sure	12	11
Practice different ways to refuse or say "no" to tobacco offers		
No	52	62
Yes	35	26
Not sure	13	12

Question HS/MS P.15-16: During the past 12 months, did you do any of these things at school?
Note: Cells are empty if there are less than 25 respondents.

Table P5.2

Perceived Ability to Refuse a Friend's Offer of Cigarettes

	Grade 9 %	Grade 11 %
Very hard	1	2
Hard	2	2
Easy	19	11
Very easy	79	85

Question HS/MS P.14: How hard would it be for you to refuse or say no to a friend who offered you a cigarette to smoke?
Note: Cells are empty if there are less than 25 respondents.

Table P5.3

Talked with Parents/Guardians About Tobacco Use, Past 12 Months

	Grade 9 %	Grade 11 %
No	70	77
Yes	30	23

Question HS/MS P.28: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of tobacco use?
Note: Cells are empty if there are less than 25 respondents.

6. Media Exposure

Table P6.1

Tobacco Use in Movies, Past 12 Months

	Grade 9 %	Grade 11 %
0 times	21	20
1 time	8	8
2 times	13	11
3 times	13	17
4-6 times	11	13
7 or more times	35	31

Question HS/MS P.29: During the past 12 months, how many times did you see smoking in movies?
Note: Cells are empty if there are less than 25 respondents.

APPENDIX E

MASTER SCHEDULE

TEACHER	Rm	Period 1	Rm	Period 2	Rm	Period 3	Rm	Period 4	Rm	Period 1	Rm	Period 2	Rm	Period 3	Rm	Period 4	Per 0/5
BUSINESS																	
Gaines			23	Bus Pers Fin	23	Bus Pers Fin	23	Intro to Bus	23	Intro to Bus	23	Bus Pers Fin			23	Intro to Bus	
Bowers	24	Comp App	24	Comp App	24	Intro to Bus					24	Account 1/2	24	Comp App	24	Comp App	
Unterholzner			19	Computer Sci							19	Computer Sci					
ENGLISH																	
Rosendin	1	ELD 3	1	Eng Honors 1	1	Yearbook			1	ELD 3	1	Eng Honors 1	1	Yearbook			
Russell	3	English 3	3	Eng Honors 2			3	Eng Honors 2			3	AP Literature	3	Film Comp/Lit	3	English 3	
Dolieslager	12	Speech	12	English 3	12	Speech			12	Speech	12	Speech	12	English 3			
Greene	9	English 2	9	English 2	9	Com by Design			9	English 2	9	English 2	9	Com by Design			
Hatch	13	English 1			13	English 1	13	English 1	13	English 1			13	English 1	13	English 1	
Lenards			2	AP Language	2	English 4	2	English 4			2	Connected Eng	2	English 4	2	English 4	
Martin	10	ELD 2	10	English 1		P	10	English 1 ®	10	ELD 2	10	English 3		P	10	Reading 10	
Sanders	11	ELD 1	11	Reading 9		P	11	Peer Res	11	ELD 1	11	English 2 ®		P	11	Peer Res	
Schmitz	31	Broad Journ	31	English 2			31	English 2	31	Broad Journ			31	English 2	31	English 2	
Tjomsland	4	English 3			4	English 1	4	English 3	4	English 3	4	English 1			4	English 1	
Young	5	English 4	5	English 4	5	English 2					5	English 4	5	English 4	5	English 2	
FOREIGN LANGUAGE																	
VanZwaluwenburg			28	Spanish 3	28	Spanish 4	Ofc	SBCP	28	Spanish 4			28	Ap Spanish	Ofc	SBCP	
Bingham			44	Spanish 2	44	Spanish 1	44	Spanish 1	44	Spanish 2			44	Spanish 1	44	Spanish 2	
Fisher	43	Spanish 3			43	Spanish 2	43	Spanish 3			43	Spanish 3	43	Spanish 3	43	Spanish 3	
Navarrete	30	Spanish 1			30	Spanish 1	30	Spanish 1	30	Span 1 (8th)			30	Spanish 2	30	Spanish 2	
Russell, S	42	Spanish 2	42	Spanish 1			42	Spanish 2			42	Spanish 2	42	Spanish 2	42	Spanish 1	
INDUSTRIAL TECHNOLOGY - AGRICULTURE																	
Boling			68	Drafting 1	68	Draft 2/Adv Draft			68	Drafting 1							
Postma	60	Wood 1			60	Wood 1	60	Wood 1	60	Wood 1	60	Wood 2	60	Wood 1	60	Wood 2/3	
Bohlken	52	Ag Science 1	52	Art/Hist Flor			52	Art/Hist Flor	52	Sustainable Ag	52	Art/Hist Flor	52	Ag Leadership			
Klein	62	Basic Ag Mech			62	Basic Ag Mech	62	Ag Weld 1			62	Ag Weld 1	62	Basic Ag Mech	62	Ag Weld 1/2	
LIFE SKILLS																	
Aschenbrenner	59	Cul Arts 1	59	Fashion Des	59	FashDes1/2			59	Food Nutr Sci	59	Food Nutr Sci	59	Cul Arts 1			
Flores			35	Life Mgmt	35	Life Mgmt	59	Cul Arts 1	35	Interior Design	35	Life Mgmt			59	Cul Arts 1	
Lee	54	CTE Cul Arts	54	Farm to Table	54	Cul Arts 1			54	CTE Cul Arts	54	Cul Arts 1			54	Cul Arts 1	
Duke	29	Health	29	Orient/Dr. Ed.			29	Health	29	Health	29	Dr. Ed./Health	29	Health		P	
Fast	41	Success 101			41	Next Step	41	Success 101	41	Success 101	41	Success 101			41	Next Step	
Johnson, C	77	Success/Hlth	77	Health	77	Success/Hlth		P		P	77	Health	77	Success 101	77	Success/Hlth	
MATH																	
Williams, Jeff	14	Algebra A	14	Algebra 1	14	Algebra 1			14	Algebra B	14	Algebra 1	14	Algebra 1			
Anderson	7	AP Calc A/B			7	Prob & Stat	7	Geometry	7	Prob & Stat	7	Prob & Stat	7	AP Calc BC			
Brandi	45	Geometry	45	Geometry	45	Algebra A	45		45	Geometry	45	Algebra I	45	Geometry			
Chester-Bradt			6	Algebra II	6	Geometry	6	Algebra II	6	Algebra II	6	Algebra II			6	Alg 1/Robotics	
Courtney													22	Geometry	22	Geometry	
Robison			8	Algebra A	8	Algebra A	8	Algebra 1			8	Algebra B	8	Algebra B	8	Algebra 1	
Teicheira			15	Algebra A	15	Algebra A	15	Algebra A	15	Algebra B	15	Algebra B			15	Algebra B	
Trzcinski	46	Algebra II	46	Geometry	46	Algebra II					46	Geometry	46	Algebra II	46	Algebra II	
Wilson	16	Pre-Calc	16	Pre-Calc			16	Algebra A	16	Geometry			16	Pre-Calc	16	Geometry	
PHYSICAL EDUCATION																	
Boyd	WR	Body Cond/Sports	WR	Body Tone			LG	Core PE	WR	Body Cond/Sports	WR	Body Cond	LG	Core PE			
Birakos			LG	Team Sports	LG	Team Sports	LG	Team Sports	LG	Team Sports	LG	Team Sports	LG	Team Sports			
Cannon	SG	Aerobics	WR	Body Tone	SG	Aerobics					SG	Aerobics	WR	Body Tone	WR	Body Tone	
Founts-Bergerson	LG	Core PE			LG	Core PE	LG	Team Sports	LG	Core PE			LG	Team Sports	LG	Core PE	
Hobby			LG	Core PE	WR	Body Cond	WR	Body Cond		Ath PE Prep	LG	Core PE			WR	Body Cond	Ath PE
Thomason	LG	Team Sports	LG	Team Sports	LG	Team Sports			LG	Team Sports	LG	Team Sports			LG	Team Sports	

Sierra High School Master Schedule 2017-18

12/20/2017 — 67.5 Teachers

TEACHER	Rm	Period 1	Rm	Period 2	Rm	Period 3	Rm	Period 4	Rm	Period 1	Rm	Period 2	Rm	Period 3	Rm	Period 4	Per 0/5
SCIENCE																	
Grimes	17	Physiology	17	Physiology			17	Astronomy			17	AP Biology	17	Physiology	17	Biology	
Courtney			22	Chemistry	22	Chemistry	22	AP Physics 1			22	Chemistry		(red)		(red)	
Garcia	21	Biology			21	Biology	21	Biology	21	Biology	21	Biology	21	Biology			
Ryan	18	Earth Science	18		18	Earth Science	18	Earth Science	18	Chemistry			18	Earth Science	18	Earth Science	
Unterholzner	19	Chemistry		(tan)			19	Chemistry	19	AP Chemistry		(tan)			19	Chemistry	
Wright	20	Biology	20	Biology	20	Biology					20	Earth Science	20	Biology	20	Biology	
SOCIAL SCIENCE																	
Cunial	39	Govt/Econ	39	Govt/Econ			39	Govt/Econ	39	Govt/Econ			39	Govt/Econ	39	Govt/Econ	
Abrew	50	World			50	World	50	World	50	AP European	50	AP European	50	World			
Busch	37	US History	37	US History			37	US History	37	US History	37	US History			37	US History	
Crowe	38	Econ/Govt	38	Econ/Govt	38	Econ/Govt		P	38	AP Macro Econ			38	AP US Hist	38	AP US Hist	
Rio			27	US History	27	US History	27	US History	27	World			27	US History	27	World	
Ruiz	25	World			25	World	25	World	25	World	25	World	25	World		P	
Wheeler			36	AP US Govt	36	Psychology	36	Psychology			36	Econ/Govt	36	Psychology	36	AP Psychology	
SPECIAL EDUCATION																	
Harbison, M.	51	ASB Prep	51	Mod Eng 1	51	Leadership			51	ASB Prep	51	Mod Eng 2	51	Leadership	51	Study Skills	
Harbison, J.	40	Func US Hist	40	Study Skills	40	Study Skills			40	Mod Pre-Alg 1	40	Study Skills	40	Study Skills			
Lowry	26	Study Skills			26	Mod Eng 4	26	Mod Eng 4	26	Mod Eng 3	26	Mod Eng 3			26	Study Skills	
Thomson, T			34	Mod Alg A	34	Mod Alg A	34	Mod Pre-Alg 1	34	Study Skills	34	Mod Alg B	34	Mod Alg B			
French	53	Func Life Sci	53	Success 101			53	Func World	53	Func Health	53	F Pers Fin Lit	53	Func Earth			
Brubaker (50%)		East Union		East Union	48	Func Math 1	48	Study Skills		East Union		East Union			48	Func Math 2	
Del Pino			47	Func Lang 4	47	Func Lang 2	47	F Govt/Econ	47	F Govt/Econ			47	Func Lang 1	47	Func Lang 3	
Tate	33	AVLS Per Dev			33	AVLS History	33	AVLS Math	33	AVLS Per Dev			33	AVLS Eng	33	AVLS Sci	
Hernandez	70	DHH	70	DHH	70	DHH	70	DHH	70	DHH	70	DHH	70	DHH	70	DHH	
Castro	80	OH	80	OH	80	OH	80	OH	80	OH	80	OH	80	OH	80	OH	
VISUAL AND PERFORMING ARTS																	
Gutierrez			57	Photo	57	Photo	57	Photo			57	Adv Photo	57	Photo	57	Photo	
Boling							55	Digital Photo		(maroon)		(maroon)	55	Digital Photo	55	Digital Photo	
Hammarstrom	69	Piano			64	Band	64	Adv Band	64	Concert Band			64	Adv Band	64	Jazz Band	
Pavao	58	Intro Art	58	Intro Art	58		58	Advanced Art	58	Intro Art	58	3-D Art/AP Art	58	Intro Art			
Puett	63	Intro Theatre	63	Inter Theatre	55	Video Editing			63	Intro Theatre	55	Video Editing			63	Adv Theatre	
Sellers		East Union		East Union			78	Intro to Art									
Talcott			69	Piano	69	Piano	69	Adv Piano			69	Guitar	69	Guitar	69	Choir/Adv	
York	56	Ceramics			56	Ceramics	56	Ceramics	56	Adv Cer/AP 3DArt			56	Ceramics	56	Ceramics	
CTE - Available to Sierra HS																	
Albiani	LEC	Auto Tech 1	LEC	Auto Tech 1													
Anaya	Café	Bus Mgmt	Café	Bus Mgmt	Café	Bus Mgmt	Café	Bus Mgmt	Café	Bus Mgmt	Café	Bus Mgmt	Café	Bus Mgmt	Café	Bus Mgmt	
Anaya	MHS	Fashion Merch					MHS	Interior Design	MHS	Fashion Merch					MHS	Interior Design	
Behler	MHS	Health Career					MHS	Health Career	MHS	Health Career					MHS	Health Career	
Falk	LHS	JROTC 2,3,4							LHS	JROTC 2,3,4							
Lee	54	Cul Arts							54	Cul Arts							
Myers, K	LHS	Comp Prog & Game Design 1							LHS	Comp Prog & Game Design 1							
Quaresma							MHS	Car w/Child							MHS	Car w/Child	
Waller							DO	Adm Justice							DO	Adm Justice	
Williams	LHS	JROTC 1							LHS	JROTC 1							

APPENDIX F

LIST OF APPROVED AP COURSES

Approved AP course list:

1. Biology
2. Calculus AB
3. Calculus BC
4. Chemistry
5. English Language and Composition
6. English Literature and Composition
7. European History
8. Macroeconomics
9. Physics 1
10. Psychology
11. Spanish Language and Culture
12. Studio Art: 2-D Design
13. Studio Art: 3-D Design
14. Studio Art: Drawing
15. U.S. Government and Politics
16. Unites States History

APPENDIX G

LIST OF UC A-G COURSE LIST

UC a–g approved course list:

1. History/Social Science ("a")
   a. American Government
   b. AP European History
   c. AP Government and Politics-United States
   d. AP United States History
   e. U.S. History
   f. World History
2. English ("b")
   a. AP English Language and Composition
   b. AP English Literature and Composition
   c. Communication by Design: English and Media Design
   d. Connected English
   e. Depth of Field: Exploring Identity through Literature and Video and Production
   f. English I
   g. English I (Honors)
   h. English 2
   i. English 2 (Honors)
   j. English 3
   k. English 3 (Honors)
   l. English 4
   m. English Language Development 1
   n. Film Composition and Literature
3. Mathematics ("c")
   a. Algebra 1 with Computing and Robotics
   b. Algebra 2
   c. Algebra A,B
   d. Algebra 1
   e. AP Calculus AB
   f. AP Calculus BC
   g. Geometry
   h. Pre-Calculus
   i. Probability and Statstics
4. Laboratory Science ("d")
   a. Agricultural Biology
   b. AP Chemistry
   c. AP Physics
   d. Astronomy
   e. Biology
   f. Chemistry
   g. Conceptual Physics
   h. Food and Nutrition
   i. Physiology
5. Language Other than English ("e")
   a. AP Spanish Language and Culture
   b. Spanish 1

    c. Spanish 2

    d. Spanish 3

    e. Spanish 4

6. Visual and Performing Arts ("f")

    a. Advanced Art

    b. Advanced Band

    c. Advanced Choir

    d. Advanced Theatre

    e. Advanced Ceramics

    f. Advanced Photography

    g. Advanced Piano

    h. AP Studio Art: 2-D Design

    i. Band (Concert Band)

    j. Ceramics

    k. Choir

    l. Digital Photo

    m. Fashion Design

    n. Interior Design

    o. Intermediate Theatre

    p. Introduction to Art

    q. Introduction to Theatre

    r. Jazz Band

    s. Music Theory and Composition

    t. Orchestra

    u. Photography

    v. Piano

    w. Show Choir

    x. The Art and History of Floricultur

7. College-Preparatory Elective ("g")

    a. Agriculture Science II

    b. Agriculture Science I

    c. Animal Science

    d. AP Macroeconomics

    e. AP Psychology

    f. AVID 12

    g. Computer Science

    h. Culinary Arts 1

    i. Economic

    j. Integrated Agricultural Biology

    k. Psychology

    l. Speech

    m. Student Leadership

APPENDIX H

CALIFORNIA LOCAL CONTROL FUNDING FORMULA (LCFF) EIGHT STATE PRIORITIES RUBRIC PERFORMANCE INFORMATION-ALL THESE CHARTS ARE IN CHAPTER 2

APPENDIX I

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Sierra High

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Mr. Steve Clark, Principal

Principal, Sierra High

About Our School

Welcome to Sierra High School, home of the Timberwolves! Our student population of 1,450 is a reflection of the diverse community of Manteca, located in the heart of the San Joaquin Valley.

Sierra High School is a dynamic and creative high school that constantly strives to prepare students for the world in which they will live and work. Since opening in 1994, we have had steady academic growth, adding electives and Advanced Placement courses to a rigorous A-G curriculum. Our district and school are now in the second year of our 1:1 "Going Digital" tablet initiative. Our extra-curricular activities have been very popular with our students, as we offer a full complement of athletic, club, and co-curricular offerings. One of our goals is to assist each student in becoming connected with a program on campus to get them involved in the school community.

The Sierra High staff recognizes the need for ongoing professional development focusing on quality instruction to increase student achievement. We will continue to explore avenues for our students to experience success and challenge them with a vigorous and meaningful curriculum. Whether in the academic, extracurricular, athletic, or visual and performing arts of our school, we exist for our students. The Sierra High community is committed to working together to find areas of improvement and putting in the countless hours needed to make our school a better place for all students. Go T-Wolves!

Contact

Sierra High
1700 Thomas St.
Manteca, CA 95336-0032

Phone: 209-858-7410
E-mail: sclark@musd.net

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Manteca Unified
Phone Number	(209) 825-3200
Superintendent	Jason Messer
E-mail Address	jmesser@musd.net
Web Site	www.mantecausd.net

School Contact Information (School Year 2016-17)	
School Name	Sierra High
Street	1700 Thomas St.
City, State, Zip	Manteca, Ca, 95336-0032
Phone Number	209-858-7410
Principal	Mr. Steve Clark, Principal
E-mail Address	sclark@musd.net
Web Site	www.mantecausd.net
County-District-School (CDS) Code	39685933930310

Last updated: 12/10/2016

School Description and Mission Statement (School Year 2016-17)

Sierra High is one of five comprehensive high schools in Manteca Unified. We opened in 1994-95 and graduated our first class in 1997. In the fall of 1999, we implemented the 4x4 Block Schedule, and its impact has had an overwhelmingly positive effect on student learning and school climate. We take great pride in our academic and athletic programs, as well as our extra and co-curricular programs. Our grounds are clean and well-maintained. Student support and guidance is very effective, and we have a firm, fair, and consistent discipline policy, creating a safe place for students. Our Peer Resource program assists students with problems and issues. Our curriculum is rigorous and standards-based.

We have created a positive tradition that includes strong academics, athletics, and a nurturing learning environment in our 4x4 Block Schedule. Our Schoolwide Learner Outcomes, (1. Communicate Effectively, 2. Be Responsible Citizens, 3. Develop Positive Relationships and 4. Develop Problem Solving Skills), Professional Learning Communities and our Single Plan drive the curriculum and allocation of resources.

Last updated: 1/12/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	366
Grade 10	355
Grade 11	340
Grade 12	297
Total Enrollment	1358
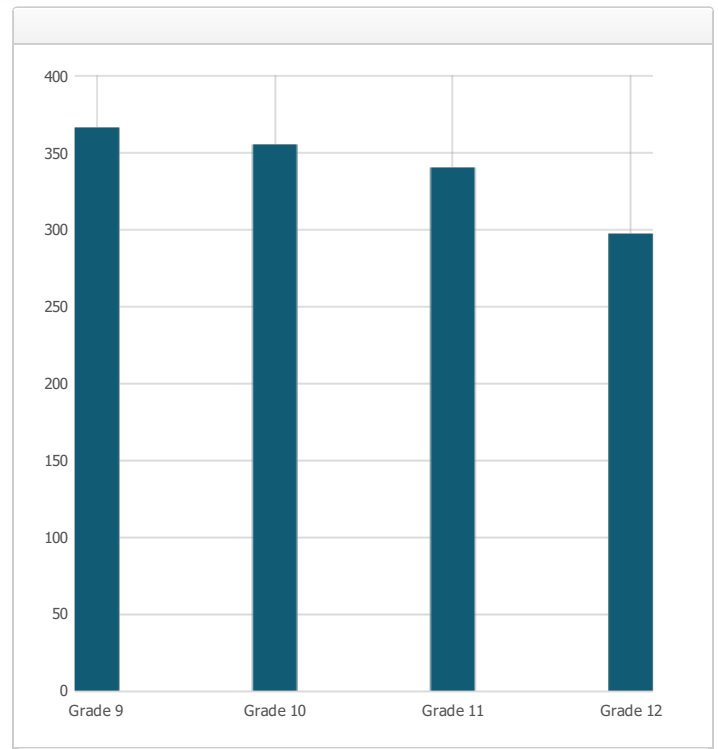
Last updated: 12/23/2016

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.0 %
American Indian or Alaska Native	1.0 %
Asian	9.1 %
Filipino	5.8 %
Hispanic or Latino	49.3 %
Native Hawaiian or Pacific Islander	1.0 %
White	26.9 %
Two or More Races	2.0 %
Other	-0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	44.4 %
English Learners	5.8 %
Students with Disabilities	11.5 %
Foster Youth	0.4 %

Last updated: 12/23/2016

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

* Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
* Pupils have access to standards-aligned instructional materials; and
* School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	57	62	63	965
Without Full Credential	2	1	0	77
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
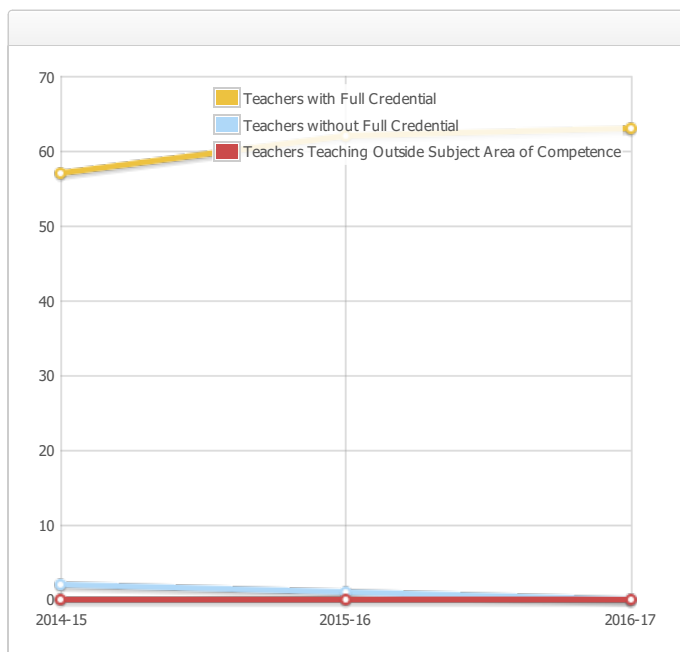
Last updated: 12/13/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	2	0	0
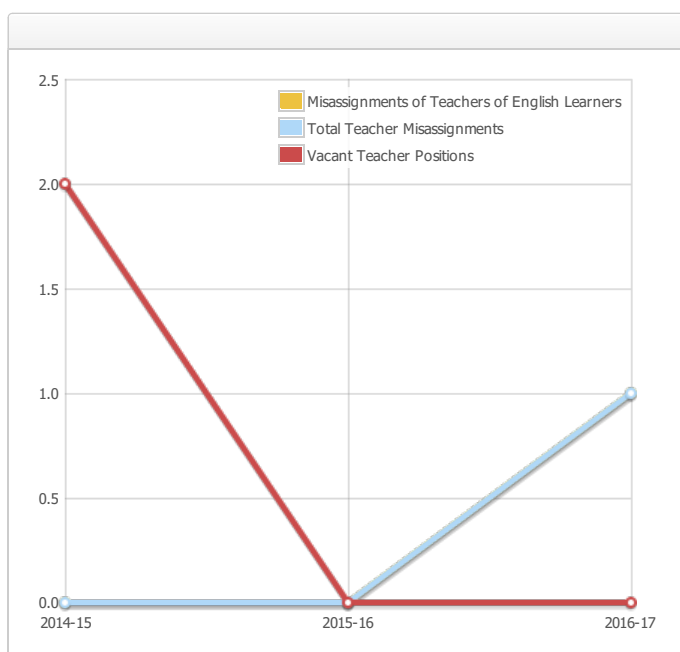
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 12/13/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	97.0%	3.0%
All Schools in District	93.0%	7.0%
High-Poverty Schools in District	93.0%	7.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/11/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	**READING** Eng -1 / Study Sync McGraw-Hill **(Adopted 2015)** Eng - 2 / Study Sync McGraw-Hill **(Adopted 2015)** Eng - 3 / Study Sync McGraw-Hill **(Adopted 2015)** Eng - 4 / Study Sync McGraw-Hill **(Adopted 2015)** **Special Education** English 1 & 2 Study Sync McGraw-Hill **(Adopted 2015)** English 3 & 4 Study Sync McGraw-Hill **(Adopted 2015)**	Yes	0.0 %
Mathematics	**Mathematics** Algebra 1, A, B - Common Core Curriculum, Big Ideas Learning **(Adopted 2015)** Geometry - Common Core Curriculum- Big Ideas Learning **(Adopted 2015)** Accel Alg 2 - Common Core Curriculum, Big Ideas Learning **(Adopted 2015)** Algebra 2 - Common Core Curriculum, Big Ideas Learning **(Adopted 2015)** Pre Calculus - Pre-Calculus with Limits, Brooks Cole **(Adopted 2014)** AP Calculus - Calculus of a Single Variable, Brooks/Cole **(Adopted 2014)** Statistics - Elementary Statistics, Pearson Educatino **(Adopted 2004)** AP Statistics - The Practice of Statistics, W.H. Freeman **(Adopted 2015)** Business Math - Math with Business Applications, Glencoe McGraw Hill **(Adapted 2007)** **Special Education** Pre-Algebre- ALEKS Math, McGraw-Hill **(Adopted 2015)** Functional Math 1 - ALEKS McGraw-Hill **(Adopted 2015)** Functional Math 2 - ALEKS McGraw-Hill **(Adopted 2015)** Algebra A & B – ALEKS, Big Ideas Learning **(Adopted 2015)** Functional Personal Financial Literacy, Pearson- Prentice Hall **(Adopted 2010)**	Yes	0.0 %

Science	**SCIENCE**	Yes	0.0 %

SCIENCE

Anatomy/Physiology- Essentials of Human Anatomy & Physiology, Pearson **(Adopted 2008)**

Biology - Biology, McDougal Littell **(Adopted 2008)**

AP Biology - Biology, 8th Edition, Campbell/Benjamin, Cummings **(Adopted 2007)**

Applied Biology - An Everyday Experience, Glencoe **(Adopted 1999)**

Chemistry - Matter & Change, Glencoe **(Adopted 2007)**

AP Chemistry- Chemistry: The Central Science, Prentice Hall **(Adopted 2009)**

Physics, Holt, Rinehart, Winston **(Adopted 2007)**

Conceptual Physics, Hewitt **(Adopted 2002)**

Applied Physical Science- Science Spectrum- Physical Approach, Holt, Prentice Hall **(Adopted 2001)**

Earth Science - Geology, The Environment, and the Universe, Glencoe **(Adopted 2007)**

Astronomy - Explorations: An Introduction to Astronomy, Glencoe **(Adopted 2010)**

Ag Biology - The Science of Agriculture: A Biological Approach, Delmar Thomson Learning **(Adopted 2004)**

Ag Earth Science - Earth Science, Pearson Prentice Hall **(Adopted 2006)**

Special Education

Life Science - Pacemaker Gneral Science, AGS **(Adopted 2001)**

Earth Science - Earth Science, AGS **(Adopted 2012)**

History-Social Science	**HISTORY**	Yes	0.0 %

HISTORY

World History - Modern Times, Glencoe/McGraw Hill **(Adopted 2006)**

U.S. History - The Americans, McDougal Littell **(Adopted 2006)**

U.S Government - Democracy in Action, Glencoe/McGraw Hill **(Adopted 2007)**

History of US Sports – Invisible Men, UNP Bison Books **(Adopted 2007)**

Economics - Principals and Practices, Glencoe **(Adopted 2005)**

AP U.S. History - Enduring Vision, Cengage **(Adopted 2015)**

AP U.S. History - The American Pageant **(Adopted 2010)**

AP Government - Continuity & Change, Pearson/Longman **(Adopted 2008)**

AP Government - Institutions & Policies, Wilson/Diiulio/Bose **(Adopted 2015)**

AP Government - People, Politics & Policy, Pearson **(Adopted 2014)**

AP Government - Amer. Govt. Roots & Reform, Prentice Hall **(Adopted 2009)**

AP Government – The Challenge of Democracy, Houghton Mifflin **(Adopted 2008)**

AP European History - Western Experience, McGraw Hill **(Adopted 2009)**

AP Geography – Malinowski Geography for AP, Mc Graw Hill **(Adopted 2013)**

Psychology - Psychology & You, Nat's Textbook Co. **(Adopted 2000)**

AP Psychology - Meyers Psychology for AP, Worth Publishers **(Adopted 2014)**

AP Economics - Foundations of Economics, Addison Wesley **(Adopted 2007)**

AP Economics – Principles, Problems, Policies, McConnell, Brue, Flynn (20th Ed) – McGraw Hill **(Adopted 2014)**

AP World History - The Western Experience, McGraw Hill **(Adopted 2009)**

AP Macroeconomics - Krugman's Macro for AP, Worth Publishers **(Adopted 2011)**

Special Education

World History - Pacemaker World History, Pearson Learning **(Adopted 2008)**

U.S. History - Pacemaker United States History, Pearson Learning **(Adopted 2008)**

Economics - Pacemaker Economics, Globe Fearon **(Adopted 2001)**

Amer. Govt. - United States Government, AGS **(Adopted 1997)**

Foreign Language	**FOREIGN LANGUAGE** Spanish 1- Descubre Level 1 Series, Vista Higher Learning **(Adopted 2017)** Spanish 2- Descubre Level 2 Series, Vista Higher Learning **(Adopted 2017)** Spanish 3- Descubre Level 3 Series, Vista Higher Learning **(Adopted 2017)** Spanish 4- Imagina Level 4 Series, Vista Higher Learning **(Adopted 2015)** Spanish for Spanish Speakers – Tu Mundo, McDougal Littell **(Adopted 2002)** Spanish AP - Temas, Vista Higher Learning **(Adopted 2014)** Spanish AP Lit - Nextext for Abriendo Puertas, Holt McDougall **(Adopted 2013)** French 1 – D'accord 1 Level 1 Series, Vista Higher Learning **(Adopted 2015)** French 2 - D'accord 2 Level 2 Series, Vista Higher Learning **(Adopted 2015)** French 3 - D'accord 3 Level 3 Series, Vista Higher Learning **(Adopted 2015)** AP French: Themes, Vista Higher Learning **(Adopted 2016)**	Yes	0.0 %
Health	**HEALTH** Health- Glencoe Health, Glencoe **(Adopted 2007)**	Yes	0.0 %
Visual and Performing Arts	**VISUAL AND PERFORMING ARTS** Actions: The Actor's Thesaurus, Longon: Drama **(Adopted 2004)** Basic Drama Projects, Perfection Learning **(Adopted 2004)** Intro to Theatre - The Stage & The School, Glencoe **(Adopted 2005)**	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 12/1/2016

School Facility Conditions and Planned Improvements

The District takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses the Facility Inspection Tool (FIT) instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the District Office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings.
Sierra High School was constructed in 1994, including the administration bulding, library, two gymnasiums, cafeteria, and classrooms. Portables have been added for a total of 80 classrooms.

Maintenance and Repair.
District maintenance staff ensures that repairs necessary to keep schools in good working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority.

Cleaning Process and Schedule.
The District's governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office and at the District Office. Staff works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Program.
The District participates in the State Deferred Maintenance Program for major repair or replacement of existing school building components so that the educational process may safely continue. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, wall systems, floor systems, etc. The District's 2015-2016 budget allocated $800,000 to address deferred maintenance needs throughout the District.

Modernization Projects.
The District is currently planning to renovate and modernize its schools based upon the District's 2014 Facility Master Plan. As part of that activity there are projects planned at Sierra High which will be completed through the use of local funds. State funding will also be sought for those portions of projects which may be eligible for modernization funding.

Last updated: 12/22/2016

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roofing throughout campus requires replacement; first phase completed in 2015/2016; second phase scheduled for 2016/2017.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good

Last updated: 1/12/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| | Percent of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	59.0%	59.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	21.0%	22.0%	24.0%	25.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/11/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	348	347	99.7%	59.1%
Male	164	164	100.0%	49.4%
Female	184	183	99.5%	67.8%
Black or African American	21	21	100.0%	47.6%
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100.0%	57.1%
Filipino	26	25	96.2%	72.0%
Hispanic or Latino	169	169	100.0%	60.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	93	93	100.0%	55.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	155	155	100.0%	54.8%
English Learners	17	17	100.0%	5.9%
Students with Disabilities	43	43	100.0%	7.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/11/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	348	347	99.7%	21.9%
Male	164	164	100.0%	20.7%
Female	184	183	99.5%	23.0%
Black or African American	21	21	100.0%	4.8%
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100.0%	28.6%
Filipino	26	25	96.2%	24.0%
Hispanic or Latino	169	169	100.0%	21.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	93	93	100.0%	22.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	155	155	100.0%	18.7%
English Learners	17	17	100.0%	--
Students with Disabilities	43	43	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/11/2017

CAASPP Test Results in Science for All Students

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	52.0%	54.0%	47.0%	47.0%	44.0%	41.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/11/2017

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	349	346	99.1%	47.4%
Male	168	166	98.8%	51.8%
Female	181	180	99.5%	43.3%
Black or African American	11	11	100.0%	27.3%
American Indian or Alaska Native	--	--	--	--
Asian	40	40	100.0%	47.5%
Filipino	18	18	100.0%	55.6%
Hispanic or Latino	175	173	98.9%	40.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	91	91	100.0%	63.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	172	170	98.8%	38.8%
English Learners	20	19	95.0%	5.3%
Students with Disabilities	39	38	97.4%	23.7%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/11/2017

Career Technical Education Programs (School Year 2015-16)

Sierra High School has incorporated segments of the State's vision of what high schools are to be like in the 21st Century. Incoming freshmen students are participating in Success 101, a class designed to help them select a career path as they move through high school. A career path is developed for each student to prepare for the transition from school to post-secondary options. Sierra High students are able to enroll in CTE classes on campus in a variety of career pathways. Students also may enroll in district-wide CTE capstone courses in a variety of areas. These classes focus on workplace skills that can transfer into any career pathway.

Last updated: 1/12/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	338
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	91.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

Last updated: 11/30/2016

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	95.2%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	36.9%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	12.4%	20.5%	55.3%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/11/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

The success of a school is strongly influenced by the support of parents and the school community as a whole. Sierra High School enjoys great parent involvement and utilizes the services of the site council, athletics, band, Success 101, Sober Grad, and other groups to support students and school programs. Call our school at (209) 858-7410 to contact Dan Beukelman or Stella Oliver to find out how you can get more involved with your student's education.

Manteca Unified strives to coordinate and communicate with the community including police, fire and other governmental agencies, news media, medical agencies, and other community organizations. A few examples of such coordination and communication with community agencies include programs such as fire prevention, water safety, parks and recreation activities, the community gymnasium, bike safety, and our Police School Resource Officers.

Parents regularly volunteer in the classroom and are actively involved in the School Site Council, school-wide planning, parent conferences, bilingual parent support groups, and various parent committees for fundraisers and field trips. School information is available online at www.mantecausd.net.

State Priority: Pupil Engagement

Last updated: 1/13/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Dropout Rate	1.6%	1.9%	0.6%	5.2%	4.4%	4.7%	11.4%	11.5%	10.7%
Graduation Rate	94.90	96.00	97.80	92.00	92.90	92.40			

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
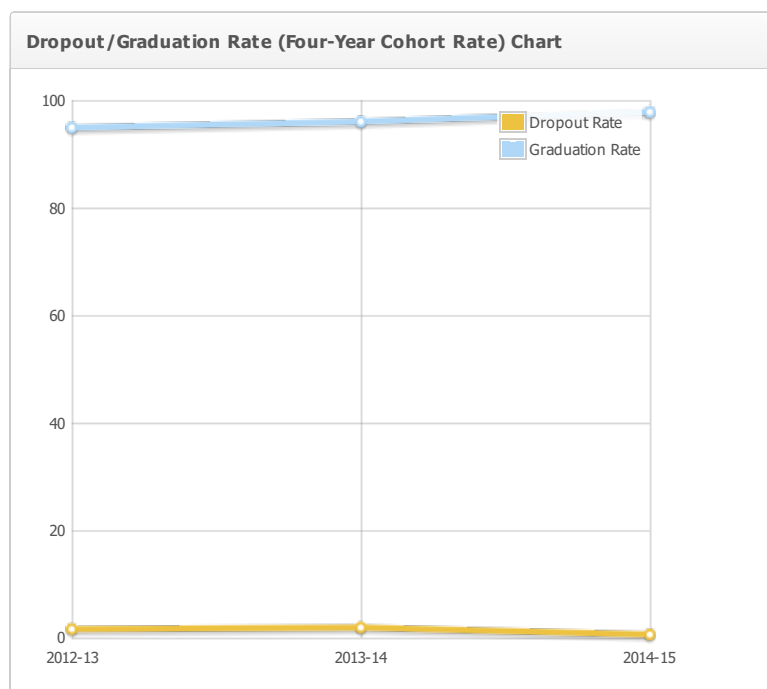
Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

| Student Group	School	District	State
All Students	100	95	85
Black or African American	100	91	77
American Indian or Alaska Native	100	100	75
Asian	100	96	99
Filipino	90	100	97
Hispanic or Latino	100	96	84
Native Hawaiian or Pacific Islander	100	90	85
White	100	91	87
Two or More Races	75	78	91
Socioeconomically Disadvantaged	41	45	77
English Learners	100	93	51
Students with Disabilities	92	77	68
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.1	11.4	10.9	7.3	9.7	9.8	4.4	3.8	3.7
Expulsions	0.2	0.4	0.3	0.2	0.2	0.3	0.1	0.1	0.1

Suspensions

Expulsions
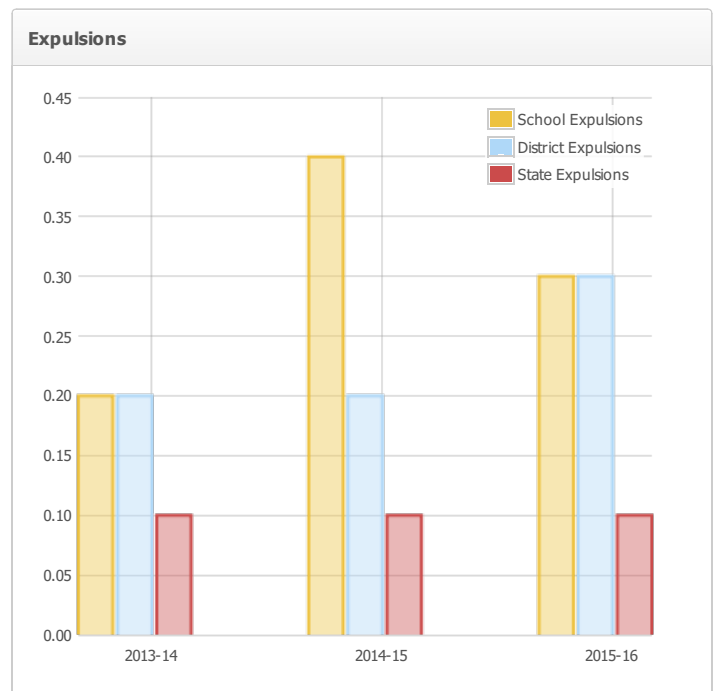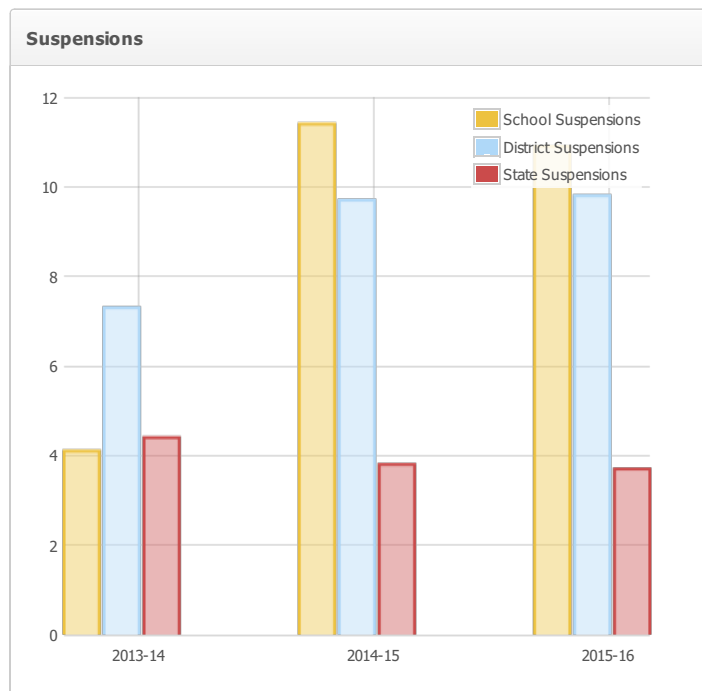
School Safety Plan (School Year 2016-17)

All of the school sites in Manteca Unified School District annually update the Disaster Plan and School Safety Plan. The plan was revised by Safe Schools Consultants according to the required adoption process with appropriate School Site Council public hearings and School Safety Planning Committee input. Teachers and staff annually receive training on disaster procedures. Teachers and staff received ongoing training throughout the 2016-2017 school year in order to meet the appropriate guidelines established by the state. The safety plans were confirmed and approved by March 1, 2016.

Manteca Unified School District continues to make strides in the improvement of the educational climate and reduced disruptions in the classroom by "putting kids first" and asking the question, "Is it good for the children?" The safety of students and the security of campuses are high priorities in MUSD. School personnel and students participate in monthly disaster preparedness drills including specific procedures for fire, earthquake, flood, civil disturbance, and hazardous chemical situations. The school sites also focus on establishing goals that are needed.

The District has established procedures for submitting complaints against personnel and programs. An information brochure, policies, and forms are available to the public at the school site, on the District's website, and in all offices. Also, a nondiscrimination/harassment report form is used to help staff in reporting and tracking data.

Our schools work hard to improve academic achievement and provide alternative programming for "at risk" students. In addition, authorized prevention activities include conflict resolution strategies, before and after school programs, and district-wide efforts to prevent illegal gang activities with Drug Free and Tobacco Free School Zones clearly established and posted. Our District seeks grants and utilizes the Health Services Department to meet the health and counseling needs of students.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	40.0%

Note: Cells with NA values do not require data.

Last updated: 12/23/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14 Average Class Size	Number of Classes * 1-22	23-32	33+	2014-15 Average Class Size	Number of Classes * 1-22	23-32	33+	2015-16 Average Class Size	Number of Classes * 1-22	23-32	33+
English	22.0	14	9	13	24.0	12	12	9	24.0	12	10	12
Mathematics	26.0	8	7	11	26.0	7	12	5	26.1	6	16	5
Science	30.0	2	4	9	29.0	2	9	4	30.3	1	5	9
Social Science	24.0	6	9	8	28.0	3	9	7	30.0	3	6	9

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/26/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	4.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	6.4	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/14/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$5378.4	$1135.5	$4242.9	$74812.6
District	N/A	N/A	$3599.0	$70381.0
Percent Difference – School Site and District	N/A	N/A	16.4%	6.1%
State	N/A	N/A	$5677.0	$75837.0
Percent Difference – School Site and State	N/A	N/A	-28.9%	-1.4%

Note: Cells with N/A values do not require data.

Last updated: 1/11/2017

Types of Services Funded (Fiscal Year 2015-16)

All Manteca schools receive equal allocations of general fund support for staffing, instructional materials and supplies, custodian needs, and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a district-wide, centralized basis and provided to each school site based on the unique needs of the individual school.

In addition to its support from the local general fund, each school in the Manteca Unified School District receives yearly allocations from various state and federal categorical programs. The purposes of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students such as limited-English proficient, academically deficient, and students at risk of dropping out of school.

Last updated: 12/23/2016

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,534	$45,092
Mid-Range Teacher Salary	$66,446	$71,627
Highest Teacher Salary	$86,152	$93,288
Average Principal Salary (Elementary)	$133,827	$115,631
Average Principal Salary (Middle)	$	$120,915
Average Principal Salary (High)	$139,766	$132,029
Superintendent Salary	$198,514	$249,537
Percent of Budget for Teacher Salaries	36.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
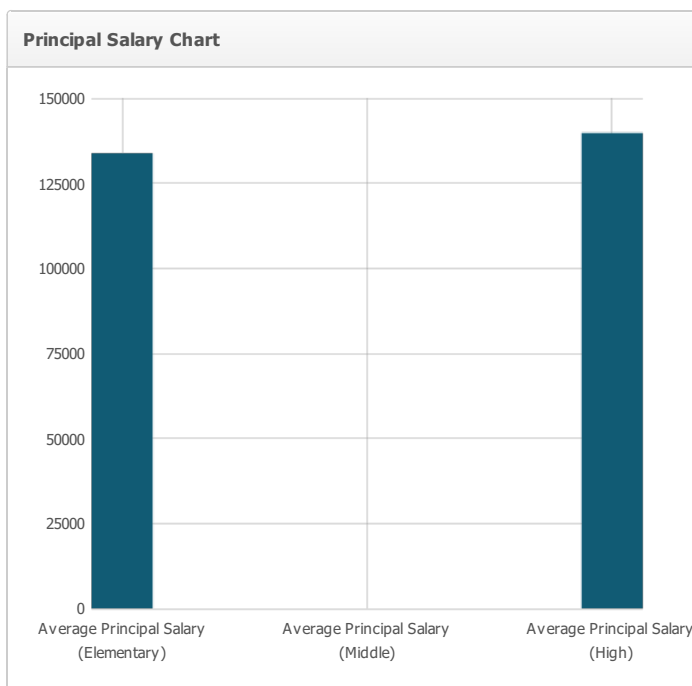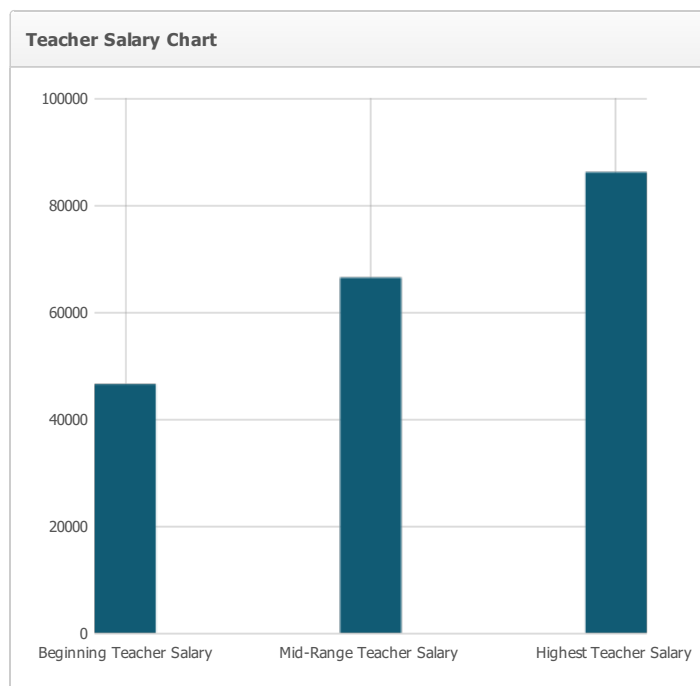
Last updated: 1/11/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Data displayed in this section may not be comparable to prior years data since the calculation method was changed to more accurately reflect that all MUSD schools now use block scheduling. Also, this data identifies AP "courses" rather than "sections."

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	4	N/A
All Courses	13	15.4%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/27/2017

Professional Development

Manteca Unified School District uses a number of models for professional development. The district has adopted the K-12 California State Content Standards for Math and English Language Arts, along with the California English Language Development (ELD) Standards, and the Next Generation Science Standards (NGSS). Beginning with the 2016-2017 school year, an emphasis will be placed on providing teachers with continual training to implement the new standards, new ELA/ELD curriculum, deeper implementation of the math curriculum, and continuing to infuse technology in the classroom. During the 2015-2016 school year, the district was focused on the continual implementation of the standards and the district's 1:1 digital initiative.

As with all training in the district, the focus will be on creating a student-centered approach in teaching that is geared towards providing students with the skills and content necessary for College and/or Career Readiness in the 21st Century. The major emphasis of professional development will be to train teachers to meet the California State Content Standards through a focus on Math, ELA/ELD, NGSS, and Technology. Teacher training opportunities are being provided through district office and site offerings, 24/7 access to an on-line digital platform, and during three Manteca Unified School District staff development days. The district has other opportunities for teacher training including the Teacher Induction Program, CCSS Implementation Walkthrough Training, K-8 teacher collaboration, K-8 teacher curricular committees, 9-12 Professional Learning Communities (PLC), 9-12 Quality Instruction for Student Achievement (QISA), and high school teacher curricular committees, along with a variety of other subject-area trainings.

Last updated: 1/11/2017

APPENDIX J

GRADUATION REQUIREMENTS

Manteca Unified School Graduation requirements:

A minimum of 275 credits is required for students to earn a high school diploma. Semester courses are worth five credits each. Term courses, which are comprised of two continuous semesters, are worth ten credits each.

1. 40 credits of English to include: English I, II, III, and IV
2. 30 credits in Mathematics to include:
    a. 20 credits in mathematics department
    b. 10 elective credits of math in either the mathematics department or approved elective courses that must be taken during junior or senior year
    c. Equivalent of Algebra I to meet or exceed State Standards
3. 30 credits in Social Science to include:
    a. 10 credits in World history/AP European History
    b. 10 credits in U.S. History
    c. 5 credits in American Government
    d. 5 credits in Economics
4. 20 credits in Science to include
    a. 10 credits in Life Science
    b. 10 credits in Physical Science
5. 40 credits in Physical Education unless the pupil has been exempted pursuant to Board Policy 6178.2
6. 5 credits in Health
7. 10 credits in Fine Arts or Foreign Language
8. 120 electives

APPENDIX K

GLOSSARY OF TERMS UNIQUE TO SIERRA HIGH SCHOOL

Glossary of terms unique to the school.

ALEKS-Assessment and Learning in Knowledge Spaces
ASVAB-Armed Services Vocational Aptitude Battery
AVID-Advancement Via Individual Determination
BMI-Body Mass Index
COIP-Community Outreach and Innovative Programs
CSET-California Subject Examinations for Teachers
CTE-Career and Technical Education
ELAC-English Language Advisory Committee
FCCLA-Family, Career, Community Leaders of America
FFA-Future Farmers of America
DRB-Disciplinary Review Board
GI Bill-Government Issue bill
JROTC-Junior Reserve Office Training Corps
NGSS-Next Generation Science Standards
PIQE-Parent Institute for Quality Education
PLC-Professional Learning Communities
QISA-Qualify Instruction for Student Achievement
ROMWOD-Range of Motion Workout of the Day
ROP-Regional Occupational Program
RSP-Resource Specialist Program
SARB-Student Attendance and Review Board
SDC-Special Day Class
SETI-Search for Extraterrestrial Intelligence
SOFIA-Stratospheric Observatory for Infrared Astronomy
SPIRIT-School Problem Identification Resolving It Together
SST-Student Study Team **or** Speed Strength Training (in the PE department)
STEM-Science, Technology, Engineering, Mathematics
SWENext-Society of Women Engineers
UOP-University of Pacific (Stockton, CA)
VAPA-Visual and Performing Arts