

Manteca Unified School District Strategic Plan

2023-2024

Vision Statement

Every student works to achieve grade level standards, feels safe and is supported to realize individual success.

Mission Statement

Through smart actions and decisions, MUSD will work together using meaningful, measurable and aligned data for all students to achieve mastery of grade level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security and climate.

Sierra High School

39685933930310

Manteca Unified School District

39685930000000

School Site Vision

The vision of Sierra High school is to empower all students to acquire positive academic, social, and emotional skills in order to allow them to become productive citizens and lifelong learners. 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 the students at Sierra High School

Sierra High Student Learning Outcomes: (SLOs)

- Students at Sierra High School will
- communicate effectively.
 - be responsible citizens.
 - develop positive relationships.
 - develop and apply problem-solving skills.

School Site Mission

The mission of Sierra High School is to promote excellence by offering challenging curriculum and programs which enable all students to communicate effectively, become responsible citizens, demonstrate positive relationships, and develop problem-solving skills.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This plan details the way that Sierra High effectively meets the requirements of ESSA (Every Student Succeeds Act) in alignment with the Local Control and Accountability Plan (LCAP). First, Sierra has set high academic standards aligned with state and local requirements. Second, students in the 11th grade are tested annually with CAASSP to assess the degree to which students are prepared in English and Math and Science. Students whose primary language is something other than English are given the ELPAC annually until tested out of the EL program. Sierra is measured annually on the state's report card with the graduation rate, discipline (suspension), college readiness, and chronic absenteeism. Third, Sierra has set ambitious academic goals for our students as a part of our WASC accreditation process; these goals include students from all levels of achievement. Fourth, the achievement statistics are published annually on the CDE website; the information published includes the requirements of test scores, graduation rates, school funding, and teacher qualifications. Fifth, Sierra, with district support has implemented MAP assessments three times a year to measure student progress in Math and English. The full implementation of this testing method was during the 21-22 school year.

Manteca Unified and Sierra High School aligned the ESSA requirements by putting forth three goals:

Goal 1: is to provide a safe, healthful, and expansive environment.

Goal 2: is to promote engaging learning opportunities for all students, inclusive of emerging students inside and outside the classroom.

Goal 3: The final goal is to maximize student achievement by supporting effective instruction aligned to state standards.

Finally, Sierra's goals as a part of WASC accreditation also align with ESSA and the LCAP. The three major goals are to improve student achievement on standardized tests, improve students achievement in all subject areas by developing effective communication skills to assist students in being college and career ready, and to strengthen school culture for student personal and academic growth by evaluating and increasing student support systems.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council has reviewed all of the pertinent demographic and achievement data throughout the course of the school year. The council met and continues to meet on a regular basis.

Because Sierra High School is a Title I school, the Site Council functions as the Title I committee. This group annually approves the Parent/Engagement policy, the School/Parent compact and the SPSA.

The ELAC committee also reviews the school program and provides regular input in the formation of the site plan.

Also, all staff (both classified and certificated), some students, and the Site Council reviewed student achievement data in special meetings as a part of the LCAP input process.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

All students have equal access to the resources at Sierra High School. Despite this fact, there still appears to be several disparities in the results of these resource allocations. As a result of data analysis, there appears to be several inequities that exist. The first inequity that exists is demonstrated on the Early Assessment Program. On the most recent administration of the test, 33.2% of students did not demonstrate college readiness in ELA. In math, 74.2% did not demonstrate college readiness. Sierra High has also found that the population that takes AP tests is not representative of the general demographics of our overall population. For example, students identifying as Hispanic/Latino take AP classes at a much lower rate than their percentage of the population. Hispanic/Latino students account for more than half of Sierra's population. Student and staff perception data indicate more need for support in terms of planning for student's socio-emotional and academic needs in a variety of areas including students' post-secondary plans. Students who are identified as socio-economically disadvantaged account for half of the student population.

School Site Description

Welcome to Sierra High School-Home of the Timberwolves! Our student population of about 1,700 (Term 2 Semester 1-2023) 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 and our recent CAASPP scores reflect the top high school scores in the district. 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 connect every student with a program or mentor on campus to get them involved in school and the community. Every student at Sierra High School has a 1:1 Dell laptop to support them in their quest for knowledge. In 2014, Sierra was named a Microsoft Showcase School for its use of personal devices as a way of supporting powerful teaching and learning. In 2017, Sierra High was named a Get Focused, Stay Focused Model Demonstration Site, for its work in supporting the freshman transition initiative.

Additionally, the Sierra High staff recognizes the importance of Professional Learning Communities and 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 accessible, rigorous and meaningful curriculum. In all facets, academic, extracurricular, athletic, or visual and performing arts, 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!

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 athletic and academic 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. Sierra High School is a safe place for students. Our Peer Resource program is very involved and successful in assisting students with academic resources and interpersonal relationship issues. Our curriculum is rigorous and standards based.

We have created a positive climate and culture, along with 26 years of tradition, which includes strong academics, athletics, and a nurturing learning environment in our block schedule. Our Schoolwide Learner Outcomes: 1) Communicate Effectively, 2) Be Responsible Citizens, 3) Develop Positive Relationships and 4) Develop Problem Solving Skills), our WASC Critical Areas for Follow-Up, LCAP, and our Strategic Plan drive our curriculum and our resource allocation.

Sierra HS is now a full Title 1 school effective 2020-21 school year. Previously, we were a Title 1 targeted assistance school during the 2019-2020 school year. We do receive a small amount of funds to support all students in order to help them meet grade level standards.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	56.10	83.42	885.50	84.32	228366.10	83.12
Intern Credential Holders Properly Assigned	1.90	2.96	38.90	3.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.10	13.61	113.30	10.79	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.40	1.09	12115.80	4.41
Unknown	0.00	0.00	0.90	0.09	18854.30	6.86
Total Teaching Positions	67.30	100.00	1050.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	9.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	9.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Beginning with the 2018-2019 school year and continuing through the 2021-2022 year, parents, teachers and students were surveyed with questions developed by Hanover Research with regard to safety, professional development needs, implementation of rigorous state standards, and meeting the needs of unduplicated, as well as underperforming, groups. Results were reported to all in the district LCAP and the California Dashboard. Historically, every other year, students in grades 5, 7, and 9 are administered the California Healthy Kids Survey. Results are reported out in the California Dashboard, and site level results are disaggregated and shared with school sites. Results are discussed in school site council and English Learner Advisory Committee meetings, leadership, and other stakeholder input meetings. Findings were used to inform the MUSD Local Control Accountability Plan (LCAP), school site strategic plans and further implementation needs. Individual sites may also utilize surveys.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administrators, in accordance with the MEA Master Agreement, utilize classroom observation to evaluate teachers using the California Standards for the Teaching Profession.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

District-wide assessment and accountability systems monitor student academic performance and growth in learning. Over the previous school years, MUSD spent valuable time looking at and evaluating whether or not identified assessments were meaningful, measurable, and valid. With the onset of the pandemic in 2020, and the lack of state-mandated assessments, MUSD chose and implemented the NWEA MAP (Measures of Academic Progress) Growth assessment at targeted grade levels district-wide. Beginning in the 21-22 school year, the MAP tests were given three times during the school year. The information gleaned from these ongoing assessments was shared with parents at goal-setting conferences, and students, parents and teachers were able to discuss specific skills that each pupil was ready to learn, and his/her projected and actual growth toward state standards. Data were used to identify student need, determine areas of focus for professional learning, and choose appropriate interventions. Parents are provided results digitally via ParentConnect (the district's on-line portal for parents to access information about their student), on paper (if requested) and at teacher conferences. Throughout the year, the assessment of student achievement is a priority and requires continual support and monitoring of the collection, processing, analyses, and reporting of data. Students in grades 3-8 and in grade 11 take Smarter Balance Summative Assessments in English Language Arts (ELA) and Mathematics, except in the spring of 2020 and 2021 due to COVID-19. All English Language Learners are administered the English Language Proficiency Assessments for California annually, except in Spring of 2020 due to COVID-19 school closures. Moving forward, students in grades K-2 will be assessed using the reading fluency assessment, also through NWEA. In grades K-8, writing samples are maintained in student portfolios. In grades 3-8 students are given an on demand writing prompt each trimester, which is scored using a district-wide grade level rubric. Reading assessments include the Wonders platform aligned with California State Standards. Assessment results and other data are stored in a database which can produce reports and disaggregate data by filtering and sifting via individual subgroups or state standards. Other assessments may include performance based tasks aligned to the Common Core State Standards. Kindergarten students are assessed in Math using a system of ongoing assessments built into the curriculum which assesses students relative to specific grade level (CCSS). All of the aforementioned district proficiency data, along with academic grades, are recorded on each student's report card. The data from these report cards is collected electronically and is disaggregated by school and grade level for use by the school sites.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The site leadership team team comprised of the principal, assistant/vice-principal, and others meet regularly to evaluate benchmark and summative assessment data as well as observational and formative information. Team members then meet with specific grade level/grade span/department teachers to provide support in data analysis. The district supports an assessment evaluation program, which is designed to make decisions from the bottom up while supporting from the top down. Through the district-developed structure, school sites act as site level data teams. These teams identify areas of "cause", which affect student achievement. Further, the teams are trained in how to support the teachers at the site in developing, refining, and implementing a standards-based instructional program at the classroom level and modifying their instruction using data. Ongoing analyses continue at the site and classroom level to improve individual student achievement. The Executive Directors of Elementary and Secondary Education support this process by meeting with site teams quarterly. Programs are evaluated regularly and no less than annually for effectiveness.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Manteca Unified School District is committed to hiring and retaining highly qualified staff. 100% of classes were taught by fully credentialed, appropriately assigned staff, verified by the 2020-2021 SARC reports (the most current available). There were no identified misassignments of teachers of English Learners for 2019-2020 school year, which improved from the previous year where there were 4 misassigned teachers. Manteca Unified School District's Teacher Development Department utilizes the Induction program to support beginning teachers/interns and provide a clear credential pathway to preliminary credential holders.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

MUSD maintained its status in that 100% of students had standards-aligned curriculum, verified by the 2020-2021 SARC reports (the most current available). Manteca Unified School District utilizes state approved, board adopted core curricular programs and materials which are standards based in the subject areas of Reading/Language Arts, Math, Social Studies and Science. The textbook adoption for K-6 ELA/ELD is McGraw-Hill Wonders, while the adoption for reading/language arts in grades 7-12 is StudySync. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw Hill CALIFORNIA MATH COURSES 1-2 for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Scott Foresman for grades K-3, MacMillian/McGraw-Hill for grades 4-6, and Holt Rinehart and Winston Social Studies for grades 7 and 8. The adopted science materials are MacMillian/McGraw-Hill for grades K-6, and Glencoe McGraw-Hill for grades 6-8. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grade K-4 maintain access to their devices within their school setting. Students grades 5-12 are able to take their devices home in order to have 24/7 access. Wonders, StudySync, My Math and California Math Courses 1-2 have traditional and digital resources.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional Learning is the core element in creating a system in education that holds the student as the center piece of importance and allows the classroom teacher the opportunity to create lessons that are engaging and relevant to all students. Recognizing that professional learning must mirror desired outcomes in TK-12 classrooms, professional learning in Manteca Unified School District will have a multimodality approach including opportunities for on-line, face to face, site based, educator conferences, and coaching in order to meet the individual learning levels of teachers. Professional Learning in Manteca Unified School District will focus on district targets, with the focus of inclusive academic instruction in the 2021-2022 school year. A professional learning plan is in place to meet the needs of educators where they are, with a definite urgency to improve core instruction. Teacher Induction, formerly known as BTSA, will train those new to the profession on the state standards for the teaching profession and support classroom competency; base programs with instructional strategies designed to help students meet state standards will be taught and refined; supplemental programs will be utilized for those students who are not meeting, or most at risk of not meeting, the rigorous state standards; intervention by teams designed to look at the whole child and drill down to core deficiencies will occur, and funds will be employed in evidence-based actions which meet student needs.

Manteca Unified School District and the Department of Teaching and Learning is guided by meaningful and measurable data. The Department will coach, train, and support all educators with the necessary knowledge, skills, resources and tools needed to be effective in meeting the needs of all students so they can achieve mastery of grade level standards.

The Department of Teaching and Learning will also support teachers in the implementation of Manteca Unified School District's Cycle of Refinement. The department's Teachers on Special Assignment (TOSAs) will provide focused support to teachers in the design of standards-based lessons, guided by diagnostic, formative, and summative assessment data. Instructional Support Specialists will work with teachers at each elementary site to improve initial teaching and classroom-based supports and services. Student outcomes, primary indicated by MAP growth assessment data, will determine the efficacy of the support.

In addition, the District provides three days of in-service to all teachers to promote highly qualified teaching strategies in the core content areas for all students, including English Learners and Special Education students. Data, such as state and district assessment results, formative assessments, teacher surveys, staff development day evaluations are analyzed to determine staff development needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Manteca Unified provides instructional assistance and ongoing support to all teachers of ELA/ELD, Mathematics, core classes, and intervention programs. Possible options for providing support include instructional support specialists and content experts, and teachers on special assignment who are knowledgeable about the adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction. The Manteca Unified Department of Teaching and Learning offers more than 200 trainings a year after school, and provides small group and one-on-one support as needed or requested. Three district-wide staff development days this year will focus on helping students meet district targets.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Manteca Unified facilitates and supports structured collaboration meetings in order for all teachers of ELA/ELD and Mathematics, including strategic and intensive intervention, special education, and ELD teachers to analyze, discuss and utilize the results of the local assessments to guide student placement, instructional planning and delivery, and progress monitoring in the instructional programs used at the school. The district and site provide release days during the school year for development and collaboration. Teachers meet in Professional Learning Communities by grade level or by department to refine instructional practice and work to improve student outcomes.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to CCSS and Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student achievement. District developed standards-based curriculum guides for grades K-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systematically delivered, at a pace that will ensure master of grade-appropriate standards. Students who do not meet standards at their grade level and are identified as “at-risk of retention” may be offered intervention programs and/or supplemental instruction derived from programs, strategies, and skill training shown to increase student achievement.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Manteca Unified allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified English Learners. This time should be given priority and be protected from interruptions.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Manteca Unified prepares, distributes, and monitors the use of an annual district-instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the standards-aligned, basic core ELA/ELD, strategic support, intensive intervention programs, standards-aligned mathematics basic core, strategic support, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment. ELD, small-group instruction and Tier I interventions are a focus when developing a master schedule.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All textbooks are in adequate supply and fair to excellent condition. MUSD places great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials. Each pupil has a textbook and/or instructional materials to use in class and to take home. There are zero percent of pupils who lack their own assigned textbooks and/or instructional materials. Additional literature-based materials are used to enrich the state textbook matrix. All students, including those with special needs, have access to the core curriculum materials. MUSD provides students one to one access to a digital device.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Manteca Unified provides standards-aligned, basic core instructional programs, including ancillary materials for small-group instruction, for Reading/Language Arts/English Language Development (RLA/ELD) (CCSS) and for Mathematics (CCSS). Manteca Unified also provides intensive intervention programs. Intervention programs include Rosetta Stone, and ALEKS. These programs are to be implemented as designed in every classroom with materials for every student.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MUSD provides each child access to the core curriculum. In addition, underperforming students have access to intervention during the regular school day or beyond the school day. To ensure acquisition of skills, intensive intervention programs are offered. Core programs in ELA and Math contain intervention and RTI materials to modify instruction. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. Intervention programs include Rosetta Stone, and ALEKS. These programs are implemented as designed in every classroom with materials for every student. Counseling, funded through federal title funds or the Local Control Funding Formula is provided on-site by a Valley Community Counselor(s).

Evidence-based educational practices to raise student achievement

The District provides two days of in-service to all teachers to promote highly qualified teaching strategies in the core content areas for all students, including English learners and Special Education students. Staff Development in the Manteca Unified School District focuses on two goals: improvement in the educational program and in student achievement. Assessment data is analyzed and reviewed by the site leadership teams through designed processes. Common assessments for each grade level or course are administered, each of which aligns with the appropriate Common Core State Standards. These assessments may be statistically normed tests such as MAP, or district common finals.

After the assessments are given, data are collected and disaggregated for teachers to analyze. The data give teachers specific feedback on levels of achievement for the entire school population, individual classes, and individual students. These data are analyzed for trends, looking for areas of success and for areas for growth. Data drive district-wide change, both large and small, in the curricular program (which is also aligned with state student content standards) which then leads students to higher levels of achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school-wide Title I site has a School Site Council (SSC), an English Learning Advisory Council (ELAC), which is comprised of both staff and parents. MUSD has district committees which include the District Parent Advisory Council and the District English Learner Advisory Committee. These committees at the site and district level provide parent input on students' instructional needs related to under-achieving students. There are also Parent-Teacher groups which support the sites.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

MUSD established a District English Learner Advisory Committee (DELAC) and a District Parent Advisory Council (DPAC), consisting of parents and school representatives and involve them in the application for funding programs provided by the state or federal government including those that serve English Learners and Title 1 students.

The Consolidated Application (ConApp) would first be brought up to the DELAC committee members along with the DPAC members for review. Once approved, the Application for funding, which will be signed by the DELAC chairperson, lists the Categorical Program funding requests for the fiscal year. The ConApp will then be reviewed by Manteca Unified School District School Board during board meetings and be approved by the Board before making its way to the Superintendent to finalize it with a Certification of Assurance and Protected Prayer Certification. The Certification of Assurance verifies that MUSD will spend any federal funds received, legally and correctly. The Protected Prayer Certification is a certification of protected prayer within MUSD.

Both the DELAC and DPAC act as advisory councils in the development of the LCAP and make recommendations on activities and expenditures related to Local Control Accountability Funds.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds such as EIA-SCE funds and EIA-LEP funds have been replaced by the Local Control Funding Formula (LCFF) funds which are not considered categorical. LCFF funds are used to provide for the needs of all students in MUSD, including professional development related to underperforming students, tutorials, and intervention programs and materials.

MUSD uses LCFF supplemental/concentration funds as well as Title 1 funds district-wide to provide assistance for Homeless students, parent involvement activities, staff development, student achievement, teacher attraction and retention and for the Kindergarten Bridge program among many others.

Title III funds are used to provide support and resources related to English Learners. A District director and coordinator oversees EL trainings, resources, and strategies to improve ELD instruction. Trainings have focused on ELD instruction in coordination with the ELD/ELA standards and framework.

Title II funds are used to support the Induction program and to provide professional development to all MUSD staff members.

Title IV funds are used for STEAM activities, improving science teaching and the improving of safety at the school sites through Positive Behavior Intervention and Supports (PBIS).

Low Performing Student Block Grant funds support the professional development of teachers designed to assist students in meeting rigorous instructional standards.

Fiscal support (EPC)

All Manteca schools receive formula-based 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.

Manteca Unified general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD, Mathematics, and the Site Strategic Plans (which contain all of the core elements of the School Plan for Student Achievement).

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,630	39.3	11.8	0.4
Total Number of Students enrolled in Sierra High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	192	11.8
Foster Youth	6	0.4
Homeless	15	0.9
Socioeconomically Disadvantaged	640	39.3
Students with Disabilities	152	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	59	3.6
American Indian	5	0.3
Asian	254	15.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	92	5.6
Hispanic	779	47.8
Two or More Races	62	3.8
Pacific Islander	19	1.2
White	360	22.1

Conclusions based on this data:

1. Nearly 40% of our student population is considered to be socioeconomically disadvantaged. As previously mentioned, staff cannot readily identify students who fit this category. This is the reason that our school will receive Title I funds in the 2023-24 school year. This number has decreased by 10% from the previous year.
2. While the number of Foster youth is extremely low, the number of homeless at Sierra is 15 students. Both these numbers have decreased from the previous year.
3. The Hispanic population continues to be the largest subgroup of students.



Grade Level Standards

Grade Level: 9-12

District Goal

Every student works to achieve mastery of grade level standards in all subjects.

Site Strategic Goal

Improve student attainment of grade-level content standards as measured by the CAASSP, NWEA/MAP and other site-level assessments.

Base Requirements

Every student is entitled to base instruction and services including materials and supplies.

Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	287	422		278	414		278	414		96.9	98.1	
All Grades	287	422		278	414		278	414		96.9	98.1	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2578.	2610.		19.06	24.15		33.09	41.55		25.90	20.05		21.94	14.25	
All Grades	N/A	N/A	N/A	19.06	24.15		33.09	41.55		25.90	20.05		21.94	14.25	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	22.30	26.09		61.15	63.04		16.55	10.87	
All Grades	22.30	26.09		61.15	63.04		16.55	10.87	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	20.50	30.75		51.44	53.03		28.06	16.22	
All Grades	20.50	30.75		51.44	53.03		28.06	16.22	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	14.03	19.32		72.30	72.46		13.67	8.21	
All Grades	14.03	19.32		72.30	72.46		13.67	8.21	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	22.66	24.64		61.51	64.73		15.83	10.63	
All Grades	22.66	24.64		61.51	64.73		15.83	10.63	

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	287	421		264	411		264	411		92.0	97.6	
All Grades	287	421		264	411		264	411		92.0	97.6	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2534.	2539.		3.79	6.08		15.53	15.57		28.79	25.55		51.89	52.80	
All Grades	N/A	N/A	N/A	3.79	6.08		15.53	15.57		28.79	25.55		51.89	52.80	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	8.33	9.00		43.94	45.74		47.73	45.26	
All Grades	8.33	9.00		43.94	45.74		47.73	45.26	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.30	5.84		70.83	64.48		23.86	29.68	
All Grades	5.30	5.84		70.83	64.48		23.86	29.68	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	4.55	6.57		64.77	65.94		30.68	27.49	
All Grades	4.55	6.57		64.77	65.94		30.68	27.49	

	FALL 2022-2023 ACHIEVEMENT					SPRING 2022-2023 ACHIEVEMENT							
Grade	Median Percentile	Achievement Percentiles				Median Percentile	Achievement Percentiles				Number of Students ¹		
Grade 9	61st	9%	16%	24%	34%	17%	54th	12%	18%	30%	28%	12%	405
Grade 10	56th	12%	19%	28%	27%	14%	51st	15%	20%	29%	26%	10	413
Grade 11	60th	7	15%	30%	27%	21%	53rd	15%	20%	22%	25%	18%	385
Grade 12	59th	9%	18%	23%	35%	15%	51st	13%	23%	28%	25%	11	360

	FALL 2022-2023 ACHIEVEMENT						SPRING 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles					Median Percentile	Achievement Percentiles					Number of Students ⓘ
Grade 9	57th	15%	17%	23%	26%	19%	56th	14%	18%	25%	25%	18%	406
Grade 10	54th	15%	21%	22%	27%	15%	50th	15%	23%	25%	23%	14%	408
Grade 11	57th	15%	20%	22%	22%	21%	53rd	18%	17%	21%	20%	24%	377
Grade 12	50th	15%	22%	23%	20%	20%	48th	13%	28%	24%	21%	14%	353

Data Analysis

On the most recent administration of the the CAASPP in ELA, 19% of students exceeded the standard which is about a 1% from two years ago but a more significant drop from three years ago. The students not meeting the standard in ELA has seen a significant increase; 21.94% did not meet the standard which represents a nearly 10% increase from the administration of the test two years prior. Students' highest scores are in the areas of Reading and Research/Inquiry; the lowest scores are in the area of Listening. In the Math portion of the CAASPP, 11th graders, about 18% of students met or exceeded the standard; this represents a continued drop in scores. Nearly 80% of students did not meet the standard on this portion which has been a gradual rising trend. Students perform the highest in concepts and procedures. The results of the administration of the spring 2023 CAASPP have yet to be released.

Student Need 1:

Continued improvement on Math standards as measured by the yearly CAASSP assessment and NWEA MAP growth

Implementation Plan

The school will evaluate the progress of this goal by assessing 1. the yearly improvement in CAASSP/EAP data (particularly in Math) and 2. the effective and consistent implementation of Professional Learning Communities in all departments through the PLC assessment tool and administrative observation data

Improve student achievement on standardized tests by developing problem-solving skills (SLO#4) using the Professional Learning Community Model by doing the following:

- Increase attendance at formal tutoring in core subject areas
- Effectively use the support period during distance learning
- Continue to evaluate the effectiveness of remedial classes in Algebra and English
- Continue to use the incentive program for performance on the CAASPP
- Continue to use the Schoolwide Literacy team
- Evaluate and disaggregate longitudinal CAASPP data by subgroup through vertical articulation meetings in Math

Continue to develop pacing guides in PLCs
 Full integration of the common core standards
 Develop and complete benchmark tests and common finals that are aligned with the common core standards
 Use Illuminate to effectively assess student achievement on benchmarks
 Increase incentive programs for student achievement for Lobo Gold and perfect attendance
 Continue to implement the NGSS standards
 Increase enrollment of targeted subgroups in upper level, honors and AP courses

SMART Goal

All Sierra High School students will demonstrate improvement on standardized testing by improving 1 point per grade level from the fall to spring on the MAP assessments and 1% (11th grade only) on the CAASPP.

Metric/Indicator	Baseline	Expected Outcome
Observed growth of students who showed growth on MAP Math Fall to Spring Growth Assessment	As the above results show, every grade decreased performance from the fall to spring.	2023-2024 school year-1 point of growth per grade level
CAASPP performance in Math	Spring 2023 CAASPP scores (yet to be released)	Overall improvement of students meeting and exceeding the standard by 1%

Targeted Resources Applied

Action	Resources	Money/Budget
Administrators will administer the CAASPP incentive program	LCFF- Supplemental	5000
Specified teachers will be time-sheeted to evaluate and disaggregate longitudinal CAASPP data by subgroup through continued vertical articulation meetings in Math	LCFF- Supplemental	2200
Timesheet teachers for schoolwide literacy team and fund a literacy coach	Title I Part A: Allocation	5000
Math teachers-provide targeted professional development for all math teachers to increase knowledge of SBAC/CAASPP aligned assessment and curriculum and implementation of the 8 mathematical practices and NWEA and MAP testing protocols	District Funded	0
LOBO Gold committee/Administration-Increase incentive program for Lobo Gold and perfect attendance specifically targeting at promise students	LCFF- Supplemental	3000

Science teachers-time-sheet science teachers to complete the study, implementation and assessment of the NGSS standards and evaluate results	District Funded	0
Teachers-time-sheet to provide additional support for EL students in Math	LCFF- Supplemental	2000
Flex time/Intervention teacher committee training	LCFF	3000
Math-KUTA software	LCFF- Supplemental	450
Math-Robotics materials and training and licenses	LCFF- Supplemental	12000
Timesheet ELA and Math teachers for Curriculum Development	LCFF- Supplemental	5000

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Student Need 2:

Continued improvement on English standards as measured by the yearly CAASSP assessment and NWEA MAP growth.

Implementation Plan

Improve student achievement on standardized tests by developing problem-solving skills (SLO#4) using the Professional Learning Community Model by doing the following:

Increase attendance at formal tutoring in core subject areas

Effectively use the support period during distance learning

Continue to evaluate the effectiveness of remedial classes in Algebra and English

Continue to use the incentive program for performance on the CAASPP

Continue to use the Schoolwide Literacy team

Evaluate and disaggregate longitudinal CAASPP data by subgroup through vertical articulation meetings in English

Continue to develop pacing guides in PLCs

Full integration of the common core standards

Develop and complete benchmark tests and common finals that are aligned with the common core standards

Use Illuminate to effectively assess student achievement on benchmarks
 Increase incentive programs for student achievement for Lobo Gold and perfect attendance
 Continue to implement the NGSS standards
 Increase enrollment of targeted subgroups in upper level, honors and AP courses

SMART Goal

All Sierra High School students will demonstrate improvement on standardized testing by improving 1 point per grade level from the fall to spring on the MAP assessments and 1% (11th grade only) on the CAASPP.

Metric/Indicator	Baseline	Expected Outcome
Observed growth of students who showed growth on ELA Fall to Spring Growth Assessment	As the above scores show, every grade level decreased performance on the administration of the MAP test from fall to spring	Increase each grade by 1 point
CAASPP performance in ELA	CAASPP scores of Spring 2023 (yet to be released)	Increase by 1% students meeting and exceeding the standard
Reclassification rate of EL	20-21 official reclassification rate- 12.2%	Increase of 1%

Targeted Resources Applied

Action	Resources	Money/Budget
Administration-Continue extrinsic CAASPP incentive program (previous goal)	LCFF- Supplemental	0
Administrative articulation team-study and discuss strategies to address male/female disparities in academics	None Specified	0
Translators-time-sheeting for translation services for non-native English speakers	LCFF- Supplemental	500
English-Membeam software to improve literacy skills	LCFF- Supplemental	4600
Teachers-time-sheet training on the 5-star system or a similar data collection system to obtain data on which students are participating in extra and co-curricular activities	LCFF- Supplemental	500
Administration/Teachers/Counselors-time-sheet teachers to attend junior college/community college articulation meetings to increase college and career accessibility	Title I Part A: Allocation	2000
Teachers-PLC teacher training	Title I Part A: Allocation	12000

Time Sheet teacher for Literacy Training (addressed in goal above)	LCFF- Supplemental	0
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Progress Monitoring

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District Goal

Every student feels safe in the school environment inclusive of design, security and climate.

Site Goal

Every student feels safe in the school environment inclusive of design, security and climate to foster academic achievement at high levels.

Base Requirements

Every student is entitled to a safe and clean school environment which includes the supplies necessary to make and keep the campus appropriate for students.

Climate

This table displays suspensions and expulsions data collected between July through June, each full school year respectively.

Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.30	0.47	5.22	0.91	3.47	0.20
Expulsions	0.89	0.00	0.23	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.35	4.19	2.45
Expulsions	0.33	0.14	0.05

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1504	1494	110	7.4
Female	756	751	61	8.1
Male	747	742	48	6.5
American Indian or Alaska Native	2	2	0	0.0
Asian	214	213	11	5.2
Black or African American	63	63	6	9.5
Filipino	79	79	5	6.3
Hispanic or Latino	744	737	69	9.4
Native Hawaiian or Pacific Islander	15	15	2	13.3
Two or More Races	61	60	5	8.3
White	326	325	12	3.7
English Learners	158	156	14	9.0
Foster Youth	5	5	1	20.0
Homeless	45	44	10	22.7
Socioeconomically Disadvantaged	847	841	81	9.6
Students Receiving Migrant Education	3	3	0	0.0
Students with Disabilities	163	162	23	14.2

Data Analysis

In the available data, there has been a steady decline in the number of suspensions. The one subgroup that is an outlier is the African American subgroup; this subgroup has the highest number of suspensions.

Student Need 1:

Increase connectivity to school by increasing student attendance, decreasing suspension and issues of disciplinary action in order to improve levels of academic success.

Implementation Plan

Efforts in this area will begin prior to the start of the 2020-21 school year. Counselors meet with students and ensure that they are appropriately placed in classes. Students will begin the year in enrolled in courses based on their needs, goals and personal preferences. Teachers will set high expectations and establish classroom norms that are posted and communicated to students and their families. Teachers and administration will follow through with the tardy policy and counsel students with chronic absenteeism. Students will be counseled, referred to Peer Resource, Valley Community Counseling or tutoring depending on individual needs. Truancy letters will be sent by clerical staff and administration

will meet with students and guardians. The SARB process will be followed as a means of intervention for students with continued attendance issues. Progressive discipline will be executed per schoolwide expectations in conjunction with the district matrix. All staff will continue to refer students to academic counselors, social emotional counseling staff, Peer Resource and administration when there are issues with behavior. Students will be guided toward joining clubs, participating in athletics and activities and attending school events as a means to get them involved in the positive climate and culture of Sierra High School. Club Rush, Link Crew, The Leadership Class and Success 101 will promote and monitor* student connectivity, especially with incoming 9th grade students. Attendance will be measured by the Student Attendance Report and monitored weekly by the Intervention Team. Students reported as truant will be addressed as they are identified.

*The Leadership Class will use the 5-Star Program to track student participation in school athletics and activities.

Sierra will utilize schoolwide programs such as clubs, athletics, 5-star, and Lobo Gold to provide positive outlets for students to improve connectedness for progress monitoring, mentoring, and engagement. These programs will be supported with Link Crew, Success 101, Leadership, Peer Resource, and Get Focused, Stay Focused programs that facilitate logistics, publicity, and data collection to improve efficacy. The Intervention Committee (staff) and Spirit Committee (students) will meet regularly to identify student issues and brainstorm potential interventions that redirect student behavior towards positive outcomes.

Vice Principals will implement tier 1 interventions to establish climate/culture and promote student behavior aligned with Student Learning Outcomes. These may include work detail, parent conferences, and alternative placement. In addition, Vice Principals will regularly evaluate school systems to improve supervision and reduce potential for student behavior issues. This includes scheduling teacher supervision, strategic opening/closing of restrooms, campus-wide "hall pass" policy, and tardy policies.

Health classes will implement a Vape Educate curriculum to improve student awareness of the hazards of vaping. In addition, this will be an intervention offered to the rest of the student body when appropriate.

SMART Goal

All students of Sierra High will have increased connectivity to school as measured by the goals of reduced suspensions, reduction of on-campus incidents and increased involvement in co/extra curricular activities.

Metric/Indicator	Baseline	Expected Outcome
# of students who are suspended	4.3% (baseline only available from 2019)	4.1%
Improved supervision practices	Establish baseline in 23-24	Reduction of on-campus incidences by 1%
% of students who participate in a extra/co curricular activity QSIS / survey	N/A-baseline determined in 2021-2022 school year due to two prior school years in pandemic	increase of 1%
Additional campus monitor	Approval a new campus monitor	Reduction of on-campus incidences by 1%

Resources to Support

Action	Resources	Money/Budget
Health Teachers will utilize VapeEducate Curriculum with all 9th grade students to teach and increase awareness of the dangers of vaping.	LCFF- Supplemental	3000
Administrators, counselors, teachers, coaches and clerical staff will support this goal and work as a team to address issues and barriers affecting student achievement. The primary focus will be increasing attendance and removing barriers for at-risk students by promoting attendance through Perfect Attendance program.	LCFF- Supplemental	1000
Link Crew funding	ASB	750
Link Crew staff training and event to address needs of emerging students	LCFF- Supplemental	5000
Activity director extra hours	LCFF- Supplemental	5000
Hiring of new campus monitor	District Funded	100000

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Climate

Data Analysis

Student Need 2:

Strengthen school culture for student personal and academic growth by evaluating and increasing student support systems

Implementation Plan

Sierra High will continue to implement the Yellow Ribbon program for teen suicide prevention.

The school will utilize intervention data to drive student support services such as Peer Resource, Valley Community Counseling, SRO and tutoring.

The school will offer targeted support to SED and foster students through continued use of the Timberwolf Trunk, and Valley Community Counseling.

Sierra will offer translation services for non-native English speakers.

The school will streamline academic support for all students with the continued use of the intervention team.

Sierra will provide training for and implement a data collection system to measure and collect data on curricular and extracurricular involvement by students and staff.

The school will ensure that SLOs are addressed in lesson plans, instruction and curriculum.

Sierra will increase the use of Parent Connect and Student Connect.

The school will evaluate the effectiveness of support for EL students through EL classes through the transition to the ELPAC.

Sierra will increase the support in math for EL students.

SMART Goal

All freshman students in the fall of 23 will establish personal college and career goals.

Metric/Indicator	Baseline	Expected Outcome
Success rate of the Link Crew program	Establish baseline data in 23-24	Increase connectivity as measured by participation rates in activities and athletics data by 1%
All students in Success 101 set academic SMART goals	Establish baseline data in 23-24	SMART goal implementation in all 23-24 classes
Reestablish full GFSF program by phasing in modules year by year	Full freshman program-23-24, sophomore 24-25, junior 25-26, Senior 26-27	Full implementation by 26-27

Resources to Support

Action	Resources	Money/Budget
Designated translators (addressed in goal above)	LCFF- Supplemental	0
Teachers-time-sheet for training to implement the Yellow Ribbon program for teen suicide prevention	LCFF- Supplemental	500
Students-student training in effective counseling for Link Crew Program	LCFF- Supplemental	1500
Community Counseling to provide additional social-emotional support to students	District Funded	0
	District Funded	0

Continued implementation of the Yellow Ribbon Program including materials		1000
Students-One Love peer to peer positive relationship building for students	LCFF- Supplemental	2000

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Student Need 3:

Assess, identify needs, and improve physical safety for student well-being and supportive learning environment.

Implementation Plan

The school will evaluate physical safety space and utilize available resources for improving the quality of education by removing physical hazards. Actions will directly improve student safety by allocating funding (Measure G, Grounds, Work Orders) and human resources (site leadership, School Resource Officer, Campus Monitors, Groundsmen, Custodians) to address the hazards identified by site and District Personnel. Potential improvements include field renovations, classroom maintenance and modernization, re-organizing human resources, cement, gates/fencing, security cameras, vaping sensors, campus visitor protocols, and student check-out/release protocols. The impact should be an improved educational experience where students and staff feel safe with minimal barriers due to physical safety conditions. This will be measured through catapult incidents, accident reports, BV reports, and discipline data (cut/leave, no check-out) and suspension infractions (vaping, fights/altercations, harassment/bullying).

SMART Goal

Metric/Indicator	Baseline	Expected Outcome
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Physical and academic needs of students as measured by the master facilities plan as funded by the district	Existing master facilities plan	Updated master facilities plan
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Resources to Support

Action	Resources	Money/Budget
Physical and academic needs of students as measured by the mast facilities plan	District Funded	

Progress Monitoring

Masters facilities plan link	September
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District Goal

Every student is supported within a multi-tiered system to realize their individual success.

Site Strategic Goal

Close the achievement gap by aligning fiscal and human resources to provide support for identified target subgroups for improvement towards the Schoolwide Learning Outcomes.

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	146	192	201	10.0%	11.8%	11.9%
Fluent English Proficient (FEP)	439	490	527	30.0%	30.1%	31.1%
Reclassified Fluent English Proficient (RFEP)	16			11.0%		

Student Need 1:

Continue to improve the graduation rate and Support Title 1 students through additional professional development, schoolwide assistance through identification of at-promise students and students both failing and at risk of failing.

Implementation Plan

Administrators, TOSA, and counselors will continue to meet and assess students who do not meet graduation requirements with particular attention on the subgroup of students with disabilities.

SMART Goal

12th grade SPED students will demonstrate college/career readiness as measured by a 1% increase in graduation rate from the previous year.

Metric/Indicator	Baseline	Expected Outcome
Graduation rate of SPED students	82.4% graduation rate	Increase graduation rate of SPED students by 1%
Additional academic/college/career counselor	Hiring of new college/career counselor	Increase in college/career indicators by 1%

Targeted Resources Applied

Action	Resources	Money/Budget
Administrators/Counselors-Monitor graduation rates of students with disabilities through continued IEP meetings	None Specified	0
Differentiated instruction tool (classroom snapshot)	None Specified	0
Counselors-provisions of IEPs, 504s,and SSTs to stakeholders	None Specified	0
Bilingual aide	LCFF- Supplemental	27000
Time sheeting for COST/Intervention team	Title I Part A: Allocation	5000
Funding for attendance at STEAM conference which focuses on strategies to address students of color girls, multilingual learners, foster youth, unsheltered students, LGBTQIA+, low socio-economic students and those with special learning needs.	Title I Part A: Allocation	5000
Hire new college/career counselor	District Funded	100,000

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Student Need 2:

Ensure that all students are ready to pursue their post-secondary goals as measured by the college/career indicators

Implementation Plan

All students will establish college/career goals in the Success 101 class. Students will meet regularly with their counselors to follow-up on their targets. As full implementation of GFSF ensues, students will continue monitor college/career goals in all years of high school. The new college and career counselor will meet regularly with students to ensure that students, along with other educational partners, are taking the necessary measures and steps to achieve their post-secondary goals.

SMART Goal

All students will be college and career ready as measured by the college/career indicators on the California Dashboard.

Metric/Indicator	Baseline	Expected Outcome
% of students who are college/career ready	Baseline established in 23-24	increase of 1%

Targeted Resources Applied

Progress Monitoring

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Data

Student Need 3:

Improve student attendance and engagement for target sub-groups.

Implementation Plan

Sierra High will implement a robust approach to emphasize the value of student attendance for improved achievement. The school will leverage the block schedule format to magnify the importance of daily attendance by providing challenge and rigor, engagement, and real-world connections that are appropriate for the student body. The faculty will utilize QISA and PLC programs to continually evolve the quality of instruction for a comprehensive educational experience that connects to all students. Success 101/Get Focused, Stay Focused programs will provide focus for all students. Counselors and teacher leaders will also have documented student input and provide advising, so students can make their education at Sierra meaningful.

Sierra will also provide incentives and interventions to improve student attendance. Student attendance will be rewarded through our Lobo Gold program and Perfect attendance luncheons. Students will receive recognition and paw cards that qualify them for a variety of incentives in multiple facets of school systems. This includes early release to lunch on designated days, discounts on Sierra Activities, and clearing Saturday Schools. Administration and counselors will lead interventions to improve student attendance through SSTs, tardy contracts, community service, and parent involvement to help correct the behavior when students have poor attendance habits.

Sierra will also utilize the Transitional Student Success Program (TSSP), which designates personnel for accounting for homeless, foster, and transitional housing students. These students are kept in a database by a teacher liaison that communicates to staff and Health Services. Students will be more connected to resources and accounted for by specific school personnel to promote attendance habits. In conjunction with the school nurse, the program will

provide staff training to improve efficacy of the program. School staff will be better prepared for identifying and reporting these students for the program, keeping students in school.

SMART Goal

All students will be engaged with Sierra High School as measured by improved attendance and intervention indicators.

Metric/Indicator	Baseline	Expected Outcome
Attendance Incentive Program	Establish new baseline in 21-22- baseline unavailable at the time of approval of the plan	NA
# of student interventions	# of student interventions in 23-24, 22-23	Increase # of student interventions by 5%

Targeted Resources Applied

Action	Resources	Money/Budget
Teachers-time-sheeting for COST/intervention committee (goal and funding addressed above)	Title I Part A: Allocation	0
Teachers-NWEA/MAP assessment training	District Funded	0
Teachers-time-sheet for training to address the needs of SED students	LCFF- Supplemental	3000
Teachers-time-sheet to provide targeted support to foster students	LCFF- Supplemental	1000
Funding for at-promise students to attend play/musical performances	LCFF- Supplemental	3000

Progress Monitoring

November

February

May

Data

Student Need 4:

Provide academic support and enrichment specifically designed to address needs of identified achievement gap students to improve mastery of academic standards.

Implementation Plan

The Lobo Gold recognition program will promote student achievement for all students. Students will be recognized for academic achievement and improvement/mastery on standardized testing. Student achievement will also be rewarded through the incentives based program with Paw cards that provide a variety of options with athletics, activities, classroom, early release, and intervention benefits. As a tiered program, the sierra culture has adopted targeted thresholds that students will use as goals differentiated by individual abilities.

Block schedule will provide flexibility in student schedules to offer targeted support classes such as English Language Development, Reading Support, Algebra A & B, and Special Education classes. These classes will have specific structure to provide academic intervention that helps close the achievement gap for targeted students.

Sierra will implement a tutoring schedule to provide students the opportunity for academic support for both after-school and during-school. Students will have access to subject area support at least 4 days a week with teachers in core subject areas. In addition, this support will be scheduled to reach students in targeted classes (Algebra A and B, Reading Support, ELD).

Special education students will have support offered through Study Skills classes with built in time to work on content in their core subject areas with support from the special education teacher. In addition, the teachers will instruct and help develop study habits and techniques to help these students become more independent learners that can achieve in spite of disabilities or barriers.

The staff will engage in professional development targeting PLC and Literacy to improve teacher efficacy in addressing/supporting target groups with achievement gaps. Teachers will meet regularly to analyze data and evaluate course design. Teachers will disaggregate and help provide insight to identifying target groups and potential barriers. This will be facilitated through the site professional development and implementation of Illuminate.

Administration and clerical staff will promote the use of ParentConnect, so parents will monitor academic progress regularly. Teachers will have grades updated weekly, so academic interventions can be implemented proactively. Counselors will extend these efforts by setting up SSTs for parent involvement in academics.

To help all students achieve improve in all subject areas by developing effective communication skills and become college and career ready, the following will be implemented:

- Evaluate effectiveness of and maintain reading proficiency classes
- Study and discuss strategies to address male/female disparities in academics
- Full implementation of Get Focused/Stay Focused program
- Implement tool for differentiated instruction in the classroom
- Maintain the AP/Honors committee
- All students graduate with a 10-year plan
- Increase articulation with colleges

SMART Goal

Metric/Indicator	Baseline	Expected Outcome
NWEA growth projections by subgroups in Math	0 growth in 9th grade Hispanic and White students in Math	Growth of 1 point in 9th grade Hispanic and White students.

NWEA growth projections by subgroup in ELA	-2 growth in 9th grade multi-ethnic students and 0 growth in 9th grade Asian students	Growth of 1 point in 9th grade multi-ethnic students and Asian students
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Targeted Resources Applied

Action	Resources	Money/Budget
Teachers-Evaluate effectiveness of the reading proficiency classes	None Specified	0
Teachers-time-sheet teachers to fully implement and maintain the Get Focused/Stay Focused program	Title I Part A: Allocation	900
Teacher-time-sheet teachers to maintain the AP/Honors committee to meet the needs of all students	LCFF- Supplemental	1500
Teachers-funding of AP training	LCFF- Supplemental	12000
Teachers/administrators-cooperative learning training and supplies	Title I Part A: Allocation	5000
Teachers - provide intervention time for at-risk students through after school tutoring and support.	Title I Part A: Allocation	10000
Link Crew Training Expenses-Boomerang Project	Title I Part A: Allocation	9000
Family and Consumer Sciences-eFoodhandlers Licensing	LCFF- Supplemental	2700

Progress Monitoring

November

grew.

February

May

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	33,153	-20,747.00
LCFF- Supplemental	63,605	-39,845.00

Expenditures by Funding Source

Funding Source	Amount
	1,000.00
ASB	750.00
District Funded	200,000.00
LCFF	3,000.00
LCFF- Supplemental	103,450.00
None Specified	0.00
Title I Part A: Allocation	53,900.00

Stakeholder Input

Date

5/2/22 Site Council Meeting

Groups

Administration, Students, Parents, Clerical staff

Outcome

Approval and modification of the strategic plan

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 6 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Steve Clark	Principal
Anne Marie Shaw	Other School Staff
Terra Garcia 22-24	Other School Staff
Brent Van Zwaluwenburg 21-23	Classroom Teacher
Chris Courtney 22-24	Classroom Teacher
Elvis Narayan 22-24	Classroom Teacher
Melissa Harbison 21-23	Classroom Teacher
Belle Andrade 21-23	Classroom Teacher
Irwin Ibarrientos 22-24	Classroom Teacher
Donna Williamson 22-24	Parent or Community Member
Carlos Gaspar 22-24	Parent or Community Member
Rob Cathey 21-23	Parent or Community Member
Luis Montero 21-23	Parent or Community Member
James Keogh 22-24	Parent or Community Member
Erfan Ballew 22-23	Secondary Student
Alexander Castaneda 22-24	Secondary Student
Mariam Cervantes 22-23	Secondary Student
Alexandra Chapman 22-23	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members.

Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on 5/11/21.

Attested:

Principal, Steve Clark on 4/21/22
SSC Chairperson, Brent Van Zwaluwenburg on 4/21/22