

MAMMOTH UNIFIED SCHOOL DISTRICT

Sierra High School

1601 Meridian Boulevard
Mammoth Lakes, CA 93546
(760) 934-3702

Tenth through Twelfth Grade
www.mammothusd.org

2005-2006 School Accountability Report Card

School Administration

Mike DeRisi
Principal

Board of Education

Greg Newbry
President

Mary Canada
Clerk

Joseph Bottom
Member

Gwendolyn Davis
Member

Shana Stapp
Member

District Administration

Mike DeRisi
Superintendent

Jim Maxey
Business Manager

Richard Bailey
*Director of Maintenance,
Operations, and Transportation*

Principal's Message

The purpose of the School Accountability Report card is to provide parents with information about Sierra High School's instructional programs, academic achievement, instructional materials, facilities, and the staff.

The staff at Sierra High School believes each child is unique and deserving of a rich educational environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science, and social science.

The hard working staff are both skilled and dedicated to the success of their students. We are fortunate to have experienced and knowledgeable teachers who are eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunities to develop those talents.

Parents and the community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement. Sierra High School is dedicated to shaping the future, one child at a time.

Mission Statement

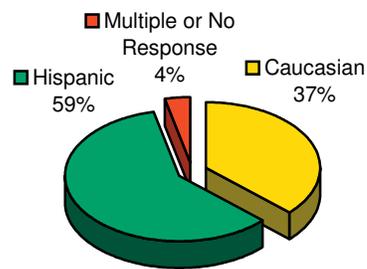
We believe that all of our students have potential for success and growth, both personally and academically. Therefore, our concentration is on the following: students working toward achieving realistic attitudes about their career possibilities; students making progress in developing necessary life skills; and, most importantly, students working toward their academic potential and a more positive self-image. When students complete the Sierra High School program, they will possess a firm foundation to function productively in our society.

Community & School Profile

Mammoth Unified School District, located in Mono County, educates approximately 1,200 students in grades kindergarten through twelve on a traditional calendar system. There are currently two high schools, one charter school, one middle school, and one elementary school in the district.

Sierra High School is a continuation high school serving students sixteen to eighteen years of age who need an alternative high school program. The school opened its doors in 1991 to grades ten through twelve. Teachers, staff, and administrators continue to act on the principle that students come first. The educational programs at the school are tailored to meet the needs of a changing school population. In the 2005-06 school year, Sierra High School served 27 students, and is proud to have had ten graduates.

% of Student Enrollment by Ethnicity



Sierra High School is committed to providing a strong instructional program for all students to ensure excellence in education. This excellence can be seen in the staff who play such a vital role in providing a quality educational program.

Discipline & Climate for Learning

Students at Sierra High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Sierra High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through parent conferences, district leaflets, and individual student handbooks.

Sierra High School's disciplinary program establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth. Disciplinary action is administered by the teachers in minor cases and by the principal for major infractions.

The "Suspensions and Expulsions" table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	Sierra HS			MUSD		
	2004	2005	2006	2004	2005	2006
Suspensions (#)	3	0	0	68	115	118
Suspensions (%)	11.11	0.00	0.00	5.70	9.65	9.70
Expulsions (#)	0	0	0	1	3	7
Expulsions (%)	0.00	0.00	0.00	0.08	0.25	0.58

Instructional Program

The Sierra High School Course of Study contains courses which have been written to meet the needs of the students to attain their goals at this school. The teaching staff will continue to write and develop new and appropriate courses as time goes by. The accountability for success lies with the individual students. Students work at "their own pace." Each student must make progress on a regular basis in order to remain at Sierra High School.

Highly motivated students are allowed to earn credit faster than what might normally be earned in a semester at a comprehensive high school. This allows every student to "make up" or "catch up" on credits they are behind on and still graduate on time. This is only possible if work is taken home each day, a student is showing effort, and if a student works on materials in class. This also means that students may graduate at any time during the school year.

The courses offered are the basic requirement needed for graduation. Students are also required to complete 75 hours of community service under the guidance of an instructor in order to graduate. No college prep courses are offered on the campus, but interested students may enroll in available courses at the community college.

Students work at individual rates of progress and get individual help as needed. The number of credits earned each semester will depend upon how much time and effort a student puts forth on the assigned work. Credits are earned through working productively and showing proof of mastery of material.

Teachers will keep each student up to date on the credits they have earned. They have the right to withhold credits until mastery of subject matter has been proven by tests or other measurements. Any progress at less than "C" level work does not earn any credit. Working at one's own pace implies measurable progress. Productive hours must be "productive" of learning to earn credits.

School Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Regular daily attendance is a priority at Sierra High School. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school informs parents of student absences through phone calls, letters, parent conferences, and home visits. Independent study is available for students that require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities such as the School Attendance Review Board.

Mono County's School Attendance Review Board (SARB) is composed of parents, representatives from the school district, and members of the community, including representatives from law enforcement, welfare, probation, and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation, and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Sierra High School had three dropouts during the 2004-05 school year. Intervention programs that promote attendance and reduce dropout rates include:

- Parent Conferences
- Independent Study
- Community School
- School Attendance Review Board

Graduation & Dropout Rates			
Sierra HS	02-03	03-04	04-05
Graduation Rate (%)	8.7%	0.0%	13.0%
Dropout Rate (%)	95.5%	99.0%	97.5%
MUSD			
Graduation Rate (%)	95.5%	99.0%	97.5%
Dropout Rate (%)	0.8%	0.0%	0.8%
California			
Graduation Rate (%)	86.7%	85.3%	84.9%
Dropout Rate (%)	3.2%	3.3%	3.1%

Data from the 2004-05 school year was the most recent data available at the time of publication.

Instructional Time

All instructional day and minute requirements at Sierra High School exceeded state requirements for the 2005-06 school year. The California Education Code requires that continuation school students in grades 9-12 receive a minimum of 33,300 minutes of instructional time annually. In the 2005-06 school year, the school offered 43,200 minutes of instructional time. Sierra High School offered 180 days of instruction comprised of 178 regular days and two minimum days used for staff development.

Class Size

Sierra High School maintained a schoolwide average class size of 23 students in the 2005-06 school year. The school keeps class sizes small to enable teachers to focus on the needs of all their students. Complete teaching load distribution data was unavailable from the California Department of Education.

Textbooks & Instructional Materials

Mammoth Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Mammoth Unified School District held a Public Hearing on September 25, 2006, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks. Mammoth Unified School District follows the state board of education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption.

The textbook adoption process begins with the district Curriculum Committee consisting of administrators and teachers. The Committee identifies key elements to consider in the adoption decision-making process, establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the governing board for final adoption. The committee examines each program and selects programs to be piloted. Recommended programs are available at the school sites for teacher and parent preview. The feedback provided by teachers and parents becomes the basis for the recommendations to the board for final adoption. ***Sierra High School does not offer foreign language courses.***

School Leadership

Leadership at Sierra High School is a responsibility shared among district administration, school administration, instructional staff, students, and parents. Principal Mike DeRisi joined the school in the fall of 2006. He brings to the school more than 36 years of experience in education, with 13 years in administration.

All members of the school community are committed to a shared schoolwide vision, which creates a strong foundation toward academic success for all students. The principal oversees the day-to-day operations of the school. Coordinating with the principal is the School Site Council, which meets regularly to focus on schoolwide curricular and administrative issues. Other main leadership groups on campus include Student Study Teams (SST) and the district Shared Leadership Team.

The district Shared Leadership Team consists of parents and staff who are dedicated to improving the educational program in the district. Sierra High School teachers represent its staff on a variety of districtwide committees, including groups that focus on the following:

- Curriculum
- Language Arts
- Mathematics
- Social Studies
- Multicultural
- Science
- English Learners
- Shared Leadership

Community Involvement

Parents and the community are very supportive of the educational program at Sierra High School. Numerous programs and activities are enriched by the generous contributions made by the following organizations: Rotary Club, Lion's Club, and Von's E-Scrip.

Contact Information

Parents who wish to participate in Sierra High School's leadership teams, school committees, school activities, or become volunteers may contact Principal Mike DeRisi at (760) 934-3702.

District-Adopted Textbooks				
Subject	Grade Levels	Publisher	Adoption Year	Quality and Availability of Standards-Aligned Textbooks
English	9-10	Holt, Rinehart, and Winston	2003	<p><i>All textbooks are in adequate supply and fair to excellent condition. Great emphasis is placed on providing students with the most up-to-date, State-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.</i></p>
	11-12	Harcourt Education	1993	
Algebra I	9-12	McDougal Littell	1997	
Geometry	9-12	McDougal Littell	1997	
Algebra II	9-12	McDougal Littell	1997	
Pre-Calculus	9-12	McGraw-Hill	1994	
Earth Science	9-12	Holt, Rinehart, and Winston	2002	
Biology	9-12	Holt, Rinehart, and Winston	1998	
Chemistry	9-12	Holt, Rinehart, and Winston	2002	
Physics	9-12	Glencoe	1995	
World History	9-12	Houghton Mifflin	2002	
Geography	9-12	McGraw-Hill	2001	
American Government	9-12	Houghton Mifflin	2001	
Political Science	9-12	Center for Civic Education	1997	
Health	9-12	Globe Fearon	1995	

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the evaluation of the quality instructional program at Sierra High School. These measures afford insight as to students' actual progress as well as the effectiveness of the instructional program. They are especially helpful as active long-term reflections of student instructional growth. Based on student needs and assessment results, teachers determine the appropriate instructional modification strategies and possible at-risk intervention programs. In addition to district-established performance objectives, the state and federal governments have set standards for student achievement. A school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria. These measures include Adequate Yearly Progress and the state's Academic Performance Index.

No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002. It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools and districts must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal, which means they must meet the following criteria:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the adjacent chart.

More information about NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress				
Made AYP Overall	Sierra HS		MUSD	
	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Program		
	Sierra HS	MUSD
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools in Program Improvement		1
Percent of Schools in Program Improvement		20.0%

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE website at <http://www.cde.ca.gov/ta/ac/ap/>.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
Sierra High School	2004	2005	2006	
Statewide API Rank	B	*	*	
Similar Schools Rank	B			

B - this is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the Alternative Schools Accountability Model (ASAM) do not currently receive target information, rankings, statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the alternative accountability system as required by Education Code 52052 and not the API accountability system. However, API information is needed to comply with the Federal No Child Left Behind (NCLB) law.

**Sierra High School had fewer than 11 valid scores in the 2005 and 2006 testing periods.*

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

The Governor's Performance Award and the II/USP Intervention Program were not funded during the reporting period, so no eligibility data is available.

Alternative Schools Accountability Model

Sierra High School participates in the Alternative School Accountability Model (ASAM) for reporting school performance. Alternative schools, like all schools, must seek to meet State standards of learning and achievement. The PSAA Advisory Committee finds that the accountability model for alternative schools directly acknowledges the fact that schools serving a majority of students who are at high risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts must also meet the challenge of addressing personal and social issues that confront these students and interfere with their abilities to reach grade-level standards. ASAM accurately reflects the growth of students enrolled in alternative schools based on multiple indicators of progress reflecting academic performance as well as other aspects of growth. ASAM schools do not currently receive target information or state-wide or similar schools rankings in recognition of their markedly different educational missions and populations served.

California Standards Tests

The California Standards Test (CST) is administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education's website at <http://star.cde.ca.gov/>.

California Standards Test (CST)									
2004, 2005, 2006									
Combined % of Students Scoring at Proficient and Advanced Levels									
Subject	Sierra HS			MUSD			California		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English - Language Arts			0	50	49	44	36	40	42
Mathematics				37	40	37	34	38	40
Science				55	51	48	25	27	35
History - Social Science			0	50	41	38	29	32	33

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Sierra High School - 2006				
Combined % of Students Scoring at Proficient and Advanced Levels - Subgroups				
Subgroup	English - Language Arts	Mathematics	Science	History - Social Science
Hispanic				
White (not Hispanic)				
Male				
Female				
Economically Disadvantaged				
English Learners				
Students with Disabilities				

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is administered to grades 3 and 7 only and compares students' performance in reading, language, spelling, and mathematics to students across the country. Results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. Detailed information regarding results for each grade level can be found at the California Department of Education's website at <http://star.cde.ca.gov/>.

CAT/6 Norm Referenced Test									
2004, 2005, 2006									
% At or Above 50th Percentile - Three Year Comparison									
Subject	Sierra HS			MUSD			California		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	*			54	49	46	43	41	42
Mathematics	*			57	52	56	51	52	53

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Since the 2004-05 school year, the CAT/6 test has only been administered to grades 3 and 7.

Physical Fitness

In the spring of each year, high schools are required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). Due to the moderate number of students tested, and in order to maintain confidentiality, fitness scores for Sierra High School have not been disclosed.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam (CAHSEE) is a State-mandated test to measure student abilities in math and language arts. Starting with the Class of 2006, every student must pass both components of the CAHSEE in order to graduate from high school. The chart below displays the percentage of students that passed the test, broken down by subgroup.

California High School Exit Exam (CAHSEE)			
	Graduating Class of 2006		
	SHS	MUSD	California
All Students	37.0%	88.0%	
Hispanic	18.8%	16.0%	
Caucasian	44.8%	72.0%	
Students w/Disabilities	6.3%	4.0%	
<i>Statewide data was not available at the time of publication</i>			

Work Force Preparation

It is the goal of Sierra High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

Students in grades ten through twelve receive counseling from school personnel regarding career paths and courses of study. Teachers expose students to a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities. In addition, students may participate in a work experience program, a collaboration between the school and ten local businesses. For additional work force preparation, students are also required to complete five units of volunteer service before graduation.

Speakers from the community, job shadowing and work experience, use of technology, career-related research projects, and community service projects are made available for the students to heighten awareness of options for education, training, and employment beyond high school. Students may also attend workshops for college admission and financial aid at Mammoth High School. No students from Sierra High School participated in Career Technical Education in the 2005-06 school year.

Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2005-06 school year, Sierra High School had two fully credentialed teachers who met all credential requirements in accordance with state of California guidelines. Both teachers hold multiple credentials. In addition, a part-time instructional aide provides additional instruction and services at Sierra High School.

	Teacher Credential Status			MUSD 05-06
	Sierra HS 03-04	04-05	05-06	
Fully Credentialed	2	2	2	69
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence	0	2	3	8

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester.

	Misassignments/Vacancies		
	04-05	05-06	06-07
Misassignments of Teachers of English Learners	0	0	0
Other Misassignments	0	0	0
Total Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by Spring 2007 for small and rural districts. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects.

2005-06 No Child Left Behind Compliant Teachers		
Percent of Classes in Core Academic Subjects:	Taught by NCLB Compliant Teachers	Taught by non-NCLB Compliant Teachers
Sierra HS	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Engaging and Supporting All Students In Learning; Understanding and Organizing Subject Matter for Student Learning; Assessing Student Learning; Creating and Maintaining Effective Environments for Student Learning; Planning Instruction and Designing Learning Experiences for All Students; and Developing as a Professional Educator.

Substitute Teachers

The Mammoth Unified School District has approximately 23 substitute teachers in their current substitute pool. The district requires all substitutes to be either a retired teacher, have a Bachelor's degree, have passed the CBEST exam, or have an emergency credential. The district experiences difficulty finding substitute teachers to fill its needs due to its remote location. On occasions when a substitute teacher is not available, school administrators or teachers during their preparation period fill the role of substitute. In an effort to maintain a sufficient pool of substitutes and recruit qualified teachers, the district accepts applications throughout the year.

Training & Curriculum Improvement

All training and curriculum development at Sierra High School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Staff members build teaching skills and concepts through participation in professional conferences, district sponsored inservices, and workshops throughout the year. The district provides one buy-back professional development day annually where teachers are offered a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Six minimum days are also used for districtwide staff development.

In an effort to provide support and assistance to Mammoth Unified School District teachers, the district participates in the Mono County Beginning Teacher Support and Assistance (BTSA) program.

BTSA provides training to prepare designated teachers as "support providers," to work with first- and second-year teachers over a two-year period. The goals of the BTSA program are to help new teachers succeed, foster higher retention within the teaching profession of quality teachers, and improve instruction for students.

Counseling & Other Support Services

It is the goal of Mammoth Unified School District to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement or behavioral difficulty. The academic counselor to pupil ratio is 1:27.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	1	1.0
Counseling Technician	1	1.0
Psychologist	1	0.4
Speech/Language Specialist	1	0.2
Adaptive PE Specialist	1	As needed

English Language Learners (ELL) are assigned to appropriately credentialed teachers and provided specialized instruction.

Students whose test results indicate they need additional assistance to achieve grade level proficiency may receive supplemental instruction within the regular classroom as necessary. Teachers and staff provide tutorials and work with students on a variety of skills to enhance their academic progress. The school works diligently to maintain open communication with parents regarding their child's progress throughout the school year.

Mono County and Mammoth Unified School District work cooperatively through the Special Education Program to facilitate the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation.

School Facilities & Safety

Built in 2002, Sierra High School is situated on nearly two acres. The school buildings span 6,725 square feet, consisting of classrooms, a multipurpose room, administrative offices, and restrooms. The facility strongly supports teaching and learning through its ample classroom and athletic facilities. Facility information was current as of April 16, 2007.

School Facility Conditions			
Date of Last Inspection: April 16, 2007			
Item Inspected	Facility in Good Repair		Repair Needed & Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

Safety

Safety of students and staff is a primary concern of Sierra High School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. All visitors must sign in at the front office and sign out upon leaving. During lunch, recesses, and before and after school, teachers supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

In 1998, the Comprehensive Safety Plan was developed by the district in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment.

Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. At the time this report was published, Sierra High School was in the process of developing a Comprehensive Safety Plan. When complete, an updated copy of the plan will be available to the public at the school and district offices.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

The district has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2006-07 school year, the district budgeted \$120,000 for the deferred maintenance program. This represents 1.0% of the district's general fund budget.

Deferred Maintenance Projects

Sierra High School is not eligible for deferred maintenance projects. The district's complete deferred maintenance plan is available at the district office.

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2004-05 school year. The figures shown in the "Expenditures Per Pupil" table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

In addition to general fund state funding, Mammoth Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received approximately \$1,762 per student in federal and state aid for the following categorical, special education, and support programs:

- Maintenance and Operations
- Gifted and Talented Pupils
- Regional Occupational Program
- Home-to-School Transportation
- School Improvement Program
- Safe and Drug Free Schools Program
- Peer Assistance and Review Program
- Educational Technology Assistance Grants
- Special Education
- Tenth Grade Counseling
- Instructional Materials
- Title I Program
- Economic Impact Aid
- Class Size Reduction

Expenditures Per Pupil		
Sierra HS	Total Expenditures	\$3,500
	From Restricted Sources	\$0
	From Unrestricted Sources	\$3,500
MUSD	From Unrestricted Sources	\$2,500
	Percentage of Variation between School & District: 40%	
California	From Unrestricted Sources	\$4,743
	Percentage of Variation between School & State: -26.2%	

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from unified school districts having between 1,000 and 4,999 average daily attendance throughout the state.

Average Salary Information Teachers - Principals - Superintendent 2004-05		
	MUSD	State Average
Beginning Teacher Salary	\$36,456	\$33,023
Mid-range Teacher Salary	\$56,092	\$49,273
Highest Teacher Salary	\$70,611	\$64,426
Elementary School Principals	\$80,699	\$77,267
Middle School Principals	\$89,024	\$80,130
High School Principals	\$90,987	\$82,721
Superintendent	\$112,694	\$99,982
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.3%	36.1%
Administrative Salaries	5.4%	6.5%

The "Average Teacher Salaries" table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and throughout the state.

Average Teacher Salaries		
School & District	Sierra HS	\$65,000
	MUSD	\$55,802
	Percentage of Variation: 16.48%	
School & State	Sierra HS	\$65,000
	All Unified School Districts	\$51,006
	Percentage of Variation: 27.44%	