

1601 Meridian Blvd.  
Mammoth Lakes, CA  
93546-3509  
(760) 934-3702

Grade Nine Through Twelve  
Stan Halprin, Ed.S.  
Principal

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## **Mammoth Unified School District**

# **Sierra High School**

### **2001-2002 Annual School Report Card**

#### **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 many experienced and knowledgeable teachers 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 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**

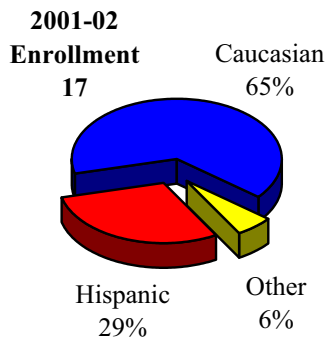
The Sierra High School community is located in the town of Mammoth Lakes. Located amidst California's beautiful Eastern Sierra, Mammoth is known for legendary downhill skiing and snowboarding. Other popular winter sports, which are enhanced by the endless backcountry, are snowmobiling, dog sledding, sleigh rides, and snow shoeing.

Spring, summer, and fall are great times for lake and stream fishing, golf, horseback riding, cycling, camping, and hiking. Jazz concerts, art festivals, and mountain bike races also fill the summer events schedule.

Mammoth Unified School District educates students in grades kindergarten through twelve on a traditional calendar system. There are currently two high schools, one middle school, and one elementary school in the district. Mammoth High School is the comprehensive high school serving district students in grades nine through twelve.

Sierra High School is the continuation high school serving students sixteen to eighteen years of age who need an alternative high school program. 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.

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. Sierra High School is dedicated to ensuring the academic success of every student.



### 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 during major infractions.

Suspensions and Expulsions						
	Sierra High			MUSD		
	00	01	02	00	01	02
Suspensions (#)	2	0	2	63	75	96
Suspensions (%)	13.3	0.0	11.8	5.3	6.1	7.7
Expulsions (#)	0	0	0	2	10	4
Expulsions (%)	0.00	0.00	0.00	0.17	0.47	0.32

Sierra High School has not expelled any of its students during the past three years; expulsions occur only when

required by law or when all other alternatives are exhausted. The Suspensions and Expulsions table illustrates total cases as well as percentages per 100 students.

### 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 be making progress on a regular basis to remain in Sierra High School.

Highly motivated students are allowed to earn credit faster than might be normally earned in a semester at Sierra 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 works on material in class). It also means that students may graduate at any time during the school year.

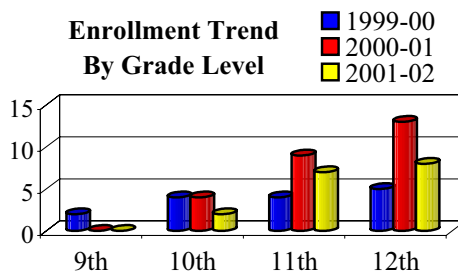
The courses offered are the basic requirement needed for graduation. No college prep courses are offered on the campus but students may enroll in the community college courses that are available if interested.

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 hour 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 Enrollment & Attendance

Student enrollment has decreased from the 2000-01 school year. Schoolwide enrollment at the beginning of the 2001-02 school year was 17 students.



Attendance, tardy, 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 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 work collaboratively to evaluate the student’s situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

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 and regular daily attendance is a priority at Sierra High School.

Sierra High School had no dropouts during the 2001-02 school year. Intervention programs that promote attendance and reduce dropout rates include:

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

	Dropouts		
	99-00	00-01	01-02
Dropouts	2	2	0
Dropout Rate	8.3	13.3	0.0

### Class Size

Sierra High School maintained a schoolwide average class size of 15 students and a pupil/teacher ratio of 9:1 for the 2001-02 school year. Class size rates are based on grade level and subject area taught.

### Instructional Time

Sierra High School offered 180 days of instruction comprised on 178 regular days and 2 minimum days before holidays during the 2001-02 school year. All instructional minute requirements at Sierra High School either met or exceeded state requirements for the 2001-02 school year.

The California Education Code requires that continuation school students in grades nine through twelve receive a minimum of 33,300 minutes of instructional time. Sierra High School offered 43,200 minutes of instructional time.

### Textbooks & Instructional Materials

Sierra High School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school’s instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school’s Curriculum Council standards. Sierra High School follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle.

The District Curriculum Committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Governing Board for final adoption. Selected materials are available for preview by parents in the school’s front office.

Current Textbooks in Language Arts and Math		
Subject	Adoption Year	Grade Levels
<b>Language Arts</b>		
	Publisher/Series	
2000	Jamestown/English, Yes!	9-12
1999	Jamestown/Best Short Stories	9-12
1994	Globe Fearon/World of Vocabulary	9-12
1998	Jamestown/Goodman's Five Star Classics	9-12
1999	Globe Book Co./The Globe Reader's Collection	9-12
1999	Contemporary/Contemporary's Attractions	9-12
1997	Jamestown/Critical Reading Skills Series	9-12
1997	Contemporary/Viewpoints	9-12
1997	Contemporary/Expressions	9-12
1999	Globe Fearon/Passage to Basic English	9-12
1995	Globe Fearon/Basic English	9-12
2001	Heinle&Heinle/Grammar in Context	9-12
1996	Saddkeback/Building Vocabulary through Literature	9-12
1999	Perfection Form Co./Wrap Around Classics	9-12
<b>Math</b>		
1996	Globe Book Co./High School Mathematics	9-12
2002	American Guidance Service Inc./Consumer Mathematics	9-12
1998	Prentice Hall/Algebra I	9-12

The school's library is stocked with approximately 300 books that are available for students to check out. Fifteen computers are available in the classrooms for student use. Computer resources are connected to the Internet so students are able to access resources and information on-line to improve their research skills. Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs in Spanish instruction, typing skills development, mathematics proficiency, science instruction, and interactive history instruction. Some of the additional technology resources available to teachers and students at Sierra High School include televisions, VCRs, a DVD player, a digital camera, video and audio tapes.

<b>Computer Resources</b>			
	<b>00</b>	<b>01</b>	<b>02</b>
Computers	12	6	18
Students per computer	1.3	4.3	1.0
Classrooms connected to Internet	1	1	2

### **Student Achievement & Testing**

Various measures of student achievement are used as an ongoing part of the quality instructional program at Sierra High School. These assessments provide a measurement of students' actual progress and the effectiveness of the instructional program.

#### **Standardized State Testing**

Sierra High School participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

Only ten students participated in the SAT-9, which was administered in the spring of 2002. To maintain confidentiality, test results are not available.

#### **California High School Exit Exam**

The California High School Exit Exam (CAHSEE) is a state-mandated test to measure students' abilities in reading, writing, and mathematics. Sierra High School administers the test once a year.

### **Work Force Preparation**

It is the goal of Mammoth Unified School District that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The district'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 nine 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.

During the 2001-02 school year, students of Mammoth Unified School District took advantage of the many programs exploring career interests at the high school level. Programs designed to increase awareness and enrich the growth of career related learning include:

- Work Experience (10 businesses)
- Volunteer Service (5 units of service are required for graduation)

Speakers from the community, work experiences, use of technology, and community service projects are made available for the students, to heighten student awareness of options for education, training, and employment beyond high school.

### **Academic Performance Index**

Sierra High School does not have an API score since schools with an enrollment of less than 100 students are not required to participate. However, Sierra High School elected to adopt the Alternative Schools Accountability Model (ASAM) for reporting school performance for the 2002-03 school year. 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, 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.



## School Facilities & Safety

Sierra High School provides a safe, clean environment for students, staff, and volunteers. A team of custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Mammoth Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Construction of a permanent facility for Sierra High School has been completed. The new facility includes two classrooms, one conference room, a multipurpose room, and a school office.

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 are required to sign-in at the district office before entering the school. The school's teachers provide constant supervision of the students throughout the school day.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

In 1998, the Comprehensive School Safety Plan was developed by the School Site Council in cooperation with local law enforcement and other school site councils 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 School Safety Plan include the following:

- Child abuse reporting procedures
- Teacher notification of dangerous pupils procedures
- Procedures for safe entering to, and exiting from, school
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code

The School Site Council evaluates the plan in May of each year and updates the plan as needed. The plan is reviewed with school staff at the beginning of each school year. An updated copy of the plan is available to the public at the school's office.

## 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 problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

A volunteer counselor provides counseling services to Sierra High School students one day a week. In addition, the principal and school staff are readily available to assist

and help students in any problem or hardship they may be encountering.

## Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development.

- Social Services
- Mammoth Hospital
- Mono County Health Department
- Mono County Mental Health

## Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-02 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			
	00	01	02
Fully Credentialed	2	2	2
Working Outside Subject	0	0	0
Emergency Credentials	0	0	0
Without Credentials	0	0	0
Average Years Teaching	27.0	28.0	29.0
Average Years in District	23.0	24.0	25.0

Sierra High School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2001-02 school year, certificated staff consisted of 2 employees: 50 percent with 30+ additional units beyond their bachelor's degree and 50 percent holding advanced graduate degrees such as a masters or doctorate degree.

## 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
- Developing as a Professional Educator

A conference is held afterward to discuss the quality of instruction and to provide suggestions for improvement.

### **Substitute Teachers**

Generally, the school does not experience any problems finding qualified substitute teachers from the district pool. On rare occasions when a substitute teacher is not available for an absent teacher, instruction is provided by certificated credentialed staff.

During the 2001-02 school year, the district's pool of 45-50 substitute teachers was available for the 180 school days and held either a regular (Bachelor's degree and passed the California Basic Education Skills Test) or emergency credential.

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.

The writing and implementation of Sierra High School's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Staff members build teaching skills and concepts through participation in professional conferences, district sponsored in-services, and workshops throughout the year. The district provides one buy-back professional development day annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development for the 2001-02 school year was based on the topic of Asset 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) and Peer Assistance and Review (PAR) programs.

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. For the 2001-02 school year, the Mammoth Unified School District had four support providers serving eight participants.

The PAR program, designed to improve the education for students and increase the classroom performance of teachers, recruits exceptional teachers to receive certification to become a "consulting teacher" to provide assistance to veteran practicing teachers, beginning practicing teachers, and voluntary participating teachers. Mammoth Unified School District and Sierra High School work together through PAR to achieve the shared goal of accomplishing the highest level of success for the teachers and students. For the 2001-02 school year, the Mammoth Unified School District had one trained and certified consulting teacher serving the district's teachers.

For the 2002-03 school year, staff at Sierra High School will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

### **School Leadership**

Leadership at Sierra High School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council
- Student Study Team

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

## Expenditures & Services Funded

For the 2000-01 school year, Mammoth Unified School District spent an average of \$6,562 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

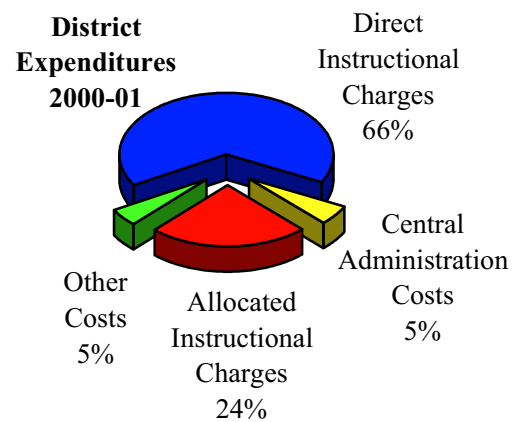
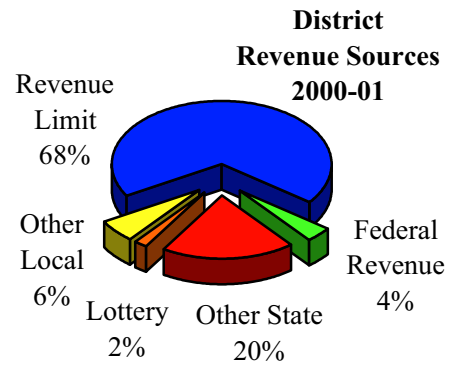
Current Expense of Education Per Student* 2000-01		
	Statewide Average	
	All Unified	All Districts
<b>Mammoth USD</b>	<b>Districts</b>	<b>All Districts</b>
\$6,562	\$6,414	\$6,360

*\*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Mammoth Unified School District receives state and federal categorical funding for special programs. For the 2000-01 school year, the district received approximately \$1,205 per student in federal and state aid for the following categorical, special education, and support programs:

- Maintenance and Operations
- Peer Assistance and Review
- Special Education
- Drug Free School
- EESA/Math & Science
- Forest Reserve Funds
- Home-to-School Transportation
- Economic Impact Aid
- School Improvement Program
- Basic Reading Act
- Special Education Transportation
- Instructional Materials
- Staff Development
- Tenth Grade Counseling
- Mentor Teacher
- Regional Occupational Program (ROP)
- Educational Technology Assistance Grants

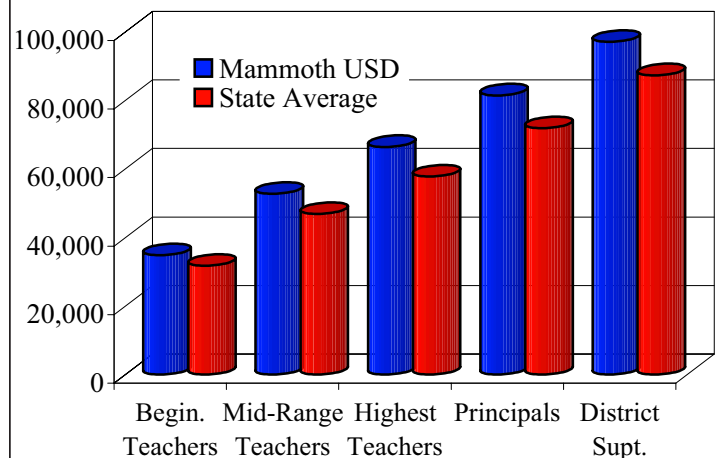
Direct Instructional Charges include teachers' salaries, aides' salaries, employee benefits, textbooks and travel expenses. Allocated Instructional Charges include salaries and benefits for certificated and classified employees in instructional administration, instructional media, transportation services, data processing services, and plant maintenance and operations. Central Administration Costs include salaries for certificated and classified employees in general administration, central administration data processing costs and other general administrative costs. Other Costs include facilities acquisition and construction and all other outgo.



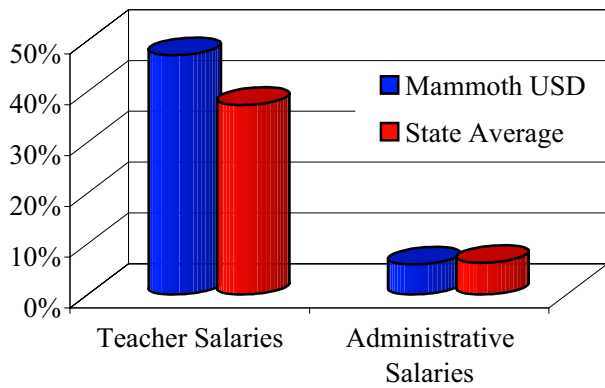
## Salary & Budget Comparison

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 school districts having less than 1,500 average daily attendance throughout the state.

**Average Salary Information  
Teachers - Principals - Superintendent  
2000-01**



**Average Salary Information  
Teachers & Administrative Salary Percentages  
2000-01**



**Community Involvement**

Parents and the community are very supportive of the education 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
- K-Mart Spirit Award
- Mammoth Hospital
- 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 Stan Halperin at (760) 934-3702.