

MAMMOTH UNIFIED SCHOOL DISTRICT

Sierra High School

461 Sierra Park Road
Mammoth Lakes, CA 93546
(760) 934-3702

Tenth through Twelfth Grade

www.mammothusd.org

2008-09 School Accountability Report Card

Published in the 2009-10 School Year

School Administration

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Principal

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District Administration

Frank Romero, Ph.D.

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*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 through academics and community service.

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.

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 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 2008-09 school year, Sierra High School served 22 students.

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.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	0.0%
American Indian	0.0%
Asian	0.0%
Caucasian	45.5%
Filipino	0.0%
Hispanic or Latino	54.5%
Pacific Islander	0.0%
Multiple or No Response	0.0%

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.

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 illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	0	21	10	114	175	172
Suspension Rate	0.0%	100.0%	45.5%	9.5%	14.6%	14.6%
Expulsions	0	0	0	7	4	0
Expulsion Rate	0.0%	0.0%	0.0%	0.6%	0.3%	0.0%

Dropout & Graduation Rates

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.

Intervention programs that promote attendance and reduce dropout rates include: Parent Conferences, Independent Study, Community School, and School Attendance Review Board.

Graduation & Dropout Rates			
	05-06	06-07	07-08
Dropout Rate	0.00%	18.75%	38.10%
Graduation Rate	98.60%	83.30%	77.80%

Counseling & Support Staff

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 at Sierra High School is 1:22. The table lists the support service personnel available at Sierra High School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Adaptive PE Specialist	1	As Needed
Counseling Technician	1	1.0
Psychologist	1	0.4
Speech and Language Specialist	1	0.2

Additional Support Programs

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. Students also receive extra support through a district "at-risk" counselor for seniors. 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.

Class Size

Average class sizes vary by grade level and subject area taught. 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.

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 28, 2009, 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 and in visual and performing arts 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.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
11th-12th	English/ Language Arts	Harcourt Brace	1993	Yes	0.0%
9th-10th	English/ Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
9th-12th	Health	Globe Fearson	1995	Yes	0.0%
9th-12th	History/Social Studies	Houghton Mifflin	2002	Yes	0.0%
9th-12th	History/Social Studies	Houghton Mifflin	2001	Yes	0.0%
9th-12th	History/Social Studies	McGraw-Hill	2001	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	1997	Yes	0.0%
9th-12th	Mathematics	McGraw-Hill	1994	Yes	0.0%
9th-12th	Science	Glencoe	1995	Yes	0.0%
9th-12th	Science	Holt, Rinehart & Winston	1996	Yes	0.0%
9th-12th	Science	Holt, Rinehart & Winston	2002	Yes	0.0%

Additional Internet Access/Public Libraries

The Mono County Free Library provides free internet access to all community members, including students of the Mammoth Unified School District. There are a small number of local businesses that provide a Wi-Fi network to patrons wishing to connect to the internet using their personal equipment.

School Leadership

Leadership at Sierra High School is a responsibility shared among district administration, school administration, instructional staff, students, and parents. Principal Frank Romero has led the school for two years, backed by more than 38 years of experience in education, with nine 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, Multicultural, Language Arts, Science, Mathematics, Social Studies, English Learners, and Shared Leadership.

Parent & 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 Frank Romero at (760) 934-3702.

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.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). 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 must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- 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 (for secondary schools).

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, 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 chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	No
API School Results	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. Detailed information about PI identification can be found at the CDE website at <http://www.cde.ca.gov/ta/ac/ay/>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2007-2008
Year in PI (2009-10)	-	Year 3
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	20.00%

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/>.

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools. **Note: In 2008 and 2009, this school had fewer than 11 valid Standardized Testing and Reporting (STAR) test scores. No reliable Academic Performance Index (API) can be calculated with so few scores.**

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	-	B	-	
Similar Schools Rank	-	B	-	
All Students				
Actual Growth	B	-	-	-

B - This is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or 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 Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law.

California Standards Test

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the California Department of Education's website at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	*	*	23	41	46	51	43	46	50
Mathematics	*	*	*	35	41	45	40	43	46
Science	*	*	*	47	48	57	38	46	50
History/Social Science	*	14	8	37	41	42	33	36	41

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

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/Social Science
Hispanic or Latino	25	0	*	0
Caucasian	*	*	*	20
Males	*	*	*	0
Females	25	0	*	14
Socioeconomically Disadvantaged	25	0	*	0
English Learners	*	*	*	0

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

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an evaluation that is representative of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress webpage at <http://nces.ed.gov/nationsreportcard/>.

Reporting scores for each subject area are not available for the same year. Reading scores reflect results from 2007 and mathematics scores reflect results from 2009. The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the district or the individual school.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percent of students achieving at the Proficient or Advanced level for the past three years. **Due to the moderate number of students tested, CAHSEE scores for Sierra High School are not disclosed.**

	CAHSEE By Subject								
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	-	53.2	48.6	-	56.6	52.9	-	59.5	52.0
Mathematics	-	57.9	49.9	-	51.8	51.3	-	56.4	53.3

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2008-09 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs/>.

	School	District	State
All Students	92.0%	96.0%	*
Hispanic or Latino	84.0%	91.0%	*
Caucasian	100.0%	100.0%	*
English Learners	50.0%	71.0%	*

* Data was not available at the time of publication.

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are 10 UC campuses statewide, and 23 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science.
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.0, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Workforce 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 2008-09 school year. The school is currently building a relationship with Cerra Coso Community College for career technical programs.

Staff Development

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.

Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Sierra High School had two fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Teacher Credential Status				
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	2	2	2	68
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	6

Misassignments/Vacancies			
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

School Facilities

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 May 26, 2009.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	100.0%	0.0%

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are cleaned daily. A summary of these standards is available at the school office or 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.

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.

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 2009-10 school year, the district budgeted \$148,000 for the deferred maintenance program. This represents 1.1% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 05/12/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Deferred Maintenance Projects

There are no deferred maintenance projects scheduled for this school for the 2009-10 school year. The district's complete deferred maintenance plan is available at the district office.

Safe School Plan

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.

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2007-08 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the District and throughout the State.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,456
From Restricted Sources	\$96
From Unrestricted Sources	\$9,360
District	
From Unrestricted Sources	\$6,143
Percentage of Variation between School & District	52.37%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	69.81%

District Revenue Sources

For the 2007-08 school year, the district received approximately \$2,008 per student in federal and state aid for the following categorical, special education, and support programs:

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

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$41,402	\$38,000
Mid-Range Teachers	\$63,703	\$55,721
Highest Teachers	\$80,192	\$71,548
Elementary School Principals	\$94,787	\$85,858
Middle School Principals	\$97,099	\$91,479
High School Principals	\$101,722	\$93,937
Superintendent	\$139,094	\$115,980
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.5%	34.8%
Administrative Salaries	5.4%	6.5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$81,136
District	\$62,024
Percentage of Variation	30.81%
School & State	
All Unified School Districts	\$56,376
Percentage of Variation	43.92%

Data Sources

Data within the SARC was provided by Mammoth Unified School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

