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Grades Ten Through Twelve
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Principal

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2004-05 Board of Education

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Mammoth Unified School District

Sierra High School

2004-2005 School Accountability 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 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 nearly 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.

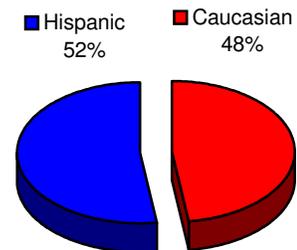
Sierra High School is a continuation high school serving students sixteen to eighteen years of age who need an alternative high school program. The school opened its doors in 1991 to grades ten through twelve. Teachers, staff, and administrators continue to act on the principle that students come first. The educational programs at the school are tailored to meet the needs of a changing school population. Sierra High School is proud to have had eight graduates in the 2004-05 school year.

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

% of Student Enrollment by Ethnicity



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		
	2003	2004	2005	2003	2004	2005
Suspensions (#)	1	3	0	127	68	115
Suspensions (%)	4.4	11.1	0.0	10.2	5.7	9.7
Expulsions (#)	0	0	0	4	1	3
Expulsions (%)	0.0	0.0	0.0	0.3	0.1	0.3

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 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 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. 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 Enrollment & Attendance

Schoolwide enrollment at the beginning of the 2004-05 school year was 23 students. 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 eight 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			
	01-02	02-03	03-04
Graduates (#)	0	0	0
Graduation Rate (%)	0.0	0.0	0.0
Dropouts (#)	0	2	0
Dropout Rate (%)	0.0	8.7	0.0

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 August 22, 2005, 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.

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
9-12	Language Arts	Holt, Rinehart, & Winston	2003
9-12	Language Arts	Harcourt Education	1993
9-12	Algebra I	McDougal Littell	1997
9-12	Geometry	McDougal Littell	1997
9-12	Algebra II	McDougal Littell	1997
9-12	Pre-Calculus	McGraw Hill	1994
9-12	Chemistry	Holt, Rinehart, & Winston	2002
9-12	Biology	Holt, Rinehart, & Winston	1998
9-12	Earth Science	Holt, Rinehart, & Winston	2002
9-12	Physics	Glencoe	1995
9-12	World History	Houghton Mifflin	2002
9-12	Geography	McGraw Hill	2001
9-12	American Government	Houghton Mifflin	2001
9-12	Political Science	Center for Civic Education	1997

The school's library is stocked with approximately 600 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 online. 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.

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 September 28, 2005.

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. As of September 28, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

School Facility Conditions			
Facilities information current as of: September 28, 2005			
Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial 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		
Other	X		

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 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.

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 2005-06 school year, the district budgeted \$54,000 for the deferred maintenance program. This represents 0.5% of the district's general fund budget.

Deferred Maintenance Projects

The district had no deferred maintenance projects for this school for the 2005-06 school year. The district's complete deferred maintenance plan is available at the district office.

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.

No Child Left Behind

The federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet state academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 22.3 % of high school students must be proficient in English and 20.9% must be proficient in Math.
- At least 95% of students must take state standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Sierra High School met all of the 2005 AYP criteria. Because the school does not receive Title I funding, it is not subject to Program Improvement requirements. More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the *Mammoth Unified School District Report Card*.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

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.

Alternative Schools Accountability Model

Sierra High School participates in the Alternative School Accountability Model (ASAM). Alternative schools, like all schools, must seek to meet state standards of learning and achievement. ASAM is based on the results of standardized tests and other state and district approved indicators. The Public Schools Accountability Act (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. Collection of data to create baseline reports for comparison with other schools started in the 2001-02 school year. ASAM schools are covered under the Alternative Accountability system as required by Ed Code 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. In 2004, Sierra High School had fewer than 11 valid test scores. No reliable API can be calculated with so few scores.

Adequate Yearly Progress				
California High School Exit Examination (CAHSEE)				
English/Language Arts				
	Participation Rate		% Proficient & Advanced	
Year Ending	04	05	04	05
Target	95%		22.3%	
	Met	Met	Met	Met
All Students	Yes*	Yes*	Yes*	Yes*
Math				
	03		03	
Year Ending	04	05	04	05
Target	95%		20.9%	
	Met	Met	Met	Met
All Students	Yes*	Yes*	Yes*	Yes*

**The school met the adjusted percent proficient criteria for under 100 valid scores.*

Federal Awards & Intervention Programs			
	2003	2004	2005
Recognition for Title I Achievement	N/A	N/A	N/A
Identified for Program Improvement	N/A	N/A	N/A
Exited Title I Program Improvement	N/A	N/A	N/A
Number of Years in Program Improvement	N/A	N/A	N/A

**California Standards Test (CST)
2003, 2004, 2005
Combined % of Students Scoring at
Proficient and Advanced Levels**

	Language Arts			U.S. History		
	03	04	05	03	04	05
Eleventh Grade						
All Students	25			36		
<i>^SED - Socioeconomically Disadvantaged Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.</i>						

California Standards Tests

The California Standards Tests (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 Web site at <http://star.cde.ca.gov/>.

**CAT/6 Norm Referenced Test
2003, 2004
% At or Above 50th Percentile**

Subject Area Grade Level Year Ending	Reading						Math					
	9		10		11		9		10		11	
	03	04	03	04	03	04	03	04	03	04	03	04
All Students												
Sierra HS				36							36	
MUSD	70	68	65	66	67	60	62	52	54	71	63	52
California	50	48	49	49	47	47	46	46	51	52	46	46

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 a standardized test that compares a student or group of students with a “norm” group from around the country. Reading and Math 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. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

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 test is initially given to students in the tenth grade. Students are given numerous chances to pass the two portions of the test during their sophomore, junior, and senior years. Once a student passes a portion of the test, he/she will not have to test in that area again. Administration of the test initiated in the 2001-02 school year. Proficiency scores from the test are currently being used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this card.

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.

Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 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			
	03	04	05
Fully Credentialed	2	2	2
Emergency Credentials	0	0	0
Interns	0	0	0
Waivers	0	0	0
Total Teachers	2	2	2
Working Outside Subject Area	0	0	2
Average Years Teaching	30.0	31.0	31.0
Average Years in District	26.0	27.0	28.0

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

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 or year.

Misassignments/Vacancies			
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	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 the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects. At the start of the 2004-05 school year, 50% of core academic classes at Sierra High School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Mammoth Unified School District Report Card*.

Teacher Education Levels 2004-05	
	Sierra HS
Doctorate	0.0%
Master's Degree +30*	0.0%
Master's Degree	50.0%
Bachelor's Degree +30*	50.0%
Bachelor's Degree	0.0%
Less Than Bachelor's	0.0%
None Reported	0.0%

**Indicates additional hours above and beyond 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

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.

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. Mammoth Unified School District realizes the importance of a customized educational experience, addressing the specific needs of students.

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.

Mammoth Unified School District offers a wide variety of additional support and professional development opportunities for its teachers, administrators, classified staff, and substitutes. Districtwide staff development topics in 2004-05 included Guided Language Acquisition Design (GLAD) and Effective Programs and Strategies for Second Language Learners. Schools supplement district programs with training and activities specific to the needs of their staff.

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.

The district's Peer Assistance and Review Program (PAR) is designed to improve the education for students and increase the classroom performance of teachers. The program recruits exceptional teachers to provide assistance to veteran practicing teachers, beginning practicing teachers, and voluntary participating teachers.

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 1:23.

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

A volunteer counselor provides counseling services to Sierra High School students one hour a week. 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

Mammoth Unified School 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. It is the district's goal to ensure that all students are provided the support they need in order to experience success in their academic career. Through teacher training, monitoring of student achievement, and modification of instruction, Sierra High School is able to offer programs to meet the individual needs of its students.

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.

Class Size

Sierra High School maintained a schoolwide average class size of 23 students in the 2004-05 school year. The school keeps class sizes small to enable teachers to focus on the needs of all their students.

Instructional Time

All instructional day and minute requirements at Sierra High School exceeded state requirements for the 2004-05 school year. Sierra High School offered 180 days of instruction comprised of 178 regular days and two minimum days used for staff development during the 2004-05 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. Sierra High School offered 43,200 minutes of instructional time in 2004-05.

School Leadership

Leadership at Sierra High School is a responsibility shared among district administration, school administration, instructional staff, students, and parents. Superintendent Stan Halperin has led the school for four years, backed by more than 31 years in education. 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
- Von's E-Scrip

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 2003-04 school year. In 2003-04, Mammoth Unified School District spent an average of \$7,310 to educate each student (based on 2003-04 audited financial statements). The figures shown in the table below 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 statewide.

Current Expense of Education Per Student* 2003-04

Mammoth Unified School District	Statewide Average	
	All Unified School Districts	All Districts
\$7,311	\$6,987	\$6,919

*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 2003-04 school year, the district received approximately \$1,531 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
- Tenth Grade Counseling
- Title I Program

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 - Principal - Superintendent 2003-04

	MUSD	State Average
Beginning Teachers	\$35,711	\$33,293
Mid-Range Teachers	\$54,992	\$48,524
Highest Teachers	\$69,226	\$61,782
Elementary Principals	\$77,495	\$75,854
Middle School Principals	\$85,490	\$80,732
High School Principals	\$87,376	\$81,497
Superintendent	\$111,500	\$100,823

Salaries as a Percentage of Total Budget

Teacher Salaries	44.4%	36.4%
Administrative Salaries	5.6%	6.5%

Contact Information

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