

# 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](http://www.mammothusd.org)

### 2010-2011 School Accountability Report Card

*Published in the 2011-2012 School Year*

#### *School Administration*

**Rich Boccia**

*Superintendent/Principal*

#### *Board of Education*

**Betty Kittle**

*President*

**Greg Newbry**

*Clerk*

**Jack Farrell**

*Member*

**Gloria Vasquez**

*Member*

#### *District Administration*

**Rich Boccia**

*Superintendent*

**Valorie Gale**

*Business Manager*

**Robin Davis**

*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 one comprehensive high school, one continuation high school, one middle school, and one elementary school in the district.

Sierra High School is a continuation high school serving students sixteen to eighteen years of age who need an alternative high school program. The school opened its doors in 1991 to grades ten through twelve. Teachers, staff, and administrators continue to act on the principle that students come first. The educational programs at the school are tailored to meet the needs of a changing school population. In the 2010-11 school year, Sierra High School served 17 students. The chart displays school enrollment broken down by ethnicity.

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

#### Student Enrollment by Ethnic Group

2010-11

|                    | Percentage |
|--------------------|------------|
| American Indian    | 5.9%       |
| Hispanic or Latino | 58.8%      |
| Pacific Islander   | 5.9%       |
| None Reported      | 29.4%      |

## 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 |       |       |
|                 | 08-09                    | 09-10 | 10-11 | 08-09    | 09-10 | 10-11 |
| Suspensions     | 10                       | 11    | 14    | 172      | 127   | 109   |
| Suspension Rate | 45.5%                    | 44.0% | 82.4% | 14.6%    | 11.3% | 9.7%  |
| Expulsions      | 0                        | 0     | 0     | 0        | 2     | 3     |
| Expulsion Rate  | 0.0%                     | 0.0%  | 0.0%  | 0.0%     | 0.2%  | 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 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.

## Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, Sierra High School had two fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

|                          | Teacher Credential Status |       |       |          |
|--------------------------|---------------------------|-------|-------|----------|
|                          | School                    |       |       | District |
|                          | 08-09                     | 09-10 | 10-11 | 10-11    |
| Fully Credentialed       | 2                         | 2     | 2     | 72       |
| Without Full Credentials | 0                         | 0     | 0     | 0        |
| Working Outside Subject  | 0                         | 2     | 0     | 0        |

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.

|  | Misassignments/Vacancies |          |          |
|--|--------------------------|----------|----------|
|  | 09-10                    | 10-11    | 11-12    |
| Misassignments of Teachers of English Learners | 0                        | 0        | 1        |
| Misassignments of Teachers (other)             | 0                        | 0        | 0        |
| <b>Total Misassignments of Teachers</b>        | <b>0</b>                 | <b>0</b> | <b>1</b> |
| 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.

|                                  | 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  | N/A  | N/A  |

## 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.

## 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 1:17. 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                  |

## Instructional 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. 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.*

| Class Size Distribution |    |                        |    |    |                |    |    |              |    |    |    |
|-------------------------|----|------------------------|----|----|----------------|----|----|--------------|----|----|----|
| Average Class Size      |    | Classrooms Containing: |    |    |                |    |    |              |    |    |    |
|                         |    | 1-20 Students          |    |    | 21-32 Students |    |    | 33+ Students |    |    |    |
| 09                      | 10 | 11                     | 09 | 10 | 11             | 09 | 10 | 11           | 09 | 10 | 11 |
| By Subject              |    |                        |    |    |                |    |    |              |    |    |    |
| Other                   | 16 | -                      | -  | 2  | -              | -  | -  | -            | -  | -  | -  |

## 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. Superintendent/Principal Rich Boccia joined the school in the fall of 2010.

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
- English Learners
- Social Studies
- 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 Vons 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 the school office at (760) 934-3702.

## Data Sources

Data within the SARC was provided by Mammoth Unified School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

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.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

## 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.

Statewide and similar schools API 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.

**For the past three years, this school had fewer than 11 valid STAR test scores. No reliable API can be calculated with so few scores.**

## 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                     |             | Yes                     |             |
| Met AYP Criteria               | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate             | Yes                     | Yes         | Yes                     | Yes         |
| Percent Proficient             | Yes                     | Yes         | Yes                     | Yes         |
| API School Results             | N/A                     |             | Yes                     |             |
| Graduation Rate                | N/A                     |             | 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 (2011-12)            | -         | Year 3    |
| # of Schools Currently in PI    | -         | 1         |
| % of Schools Identified for PI  | -         | 25.00%    |

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/Language Arts, Mathematics, Social Science, and Science, for the most recent three-year period.

| California Standards Test (CST) |        |      |      |          |      |      |       |      |      |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject                         | School |      |      | District |      |      | State |      |      |
|                                 | 2009   | 2010 | 2011 | 2009     | 2010 | 2011 | 2009  | 2010 | 2011 |
| English/Language Arts           | 23     | 14   | *    | 51       | 48   | 52   | 50    | 52   | 54   |
| Mathematics                     | *      | *    | *    | 45       | 44   | 52   | 46    | 48   | 50   |
| Science                         | *      | *    | *    | 56       | 51   | 69   | 50    | 53   | 56   |
| History/Social Science          | 8      | 14   | *    | 42       | 44   | 36   | 41    | 44   | 48   |

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

The second 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. For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

| California Standards Test (CST) |                              |             |         |                               |
|---------------------------------|------------------------------|-------------|---------|-------------------------------|
| Subgroups                       |                              |             |         |                               |
| Subject                         | English/<br>Language<br>Arts | Mathematics | Science | History/<br>Social<br>Science |
| District                        | 52                           | 52          | 69      | 36                            |
| School                          | *                            | *           | *       | *                             |

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

## California Modified Assessment (CMA)

California Modified Assessment (CMA) is an alternate assessment (a STAR Program component) that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

## California Alternate Performance Assessment (CAPA)

California Alternate Performance Assessment (CAPA), a component of the STAR Program, includes ELA and Mathematics in grades two through eleven, and Science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

## 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. **Due to the moderate number of students tested, CAHSEE scores for this school are not disclosed.**

## 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 2010-11 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/>.

| Completion of High School Graduation Requirements |        |          |       |
|---|--------|----------|-------|
|   | School | District | State |
| All Students                                      | 100.0% | 96.0%    | *     |
| American Indian                                   | 100.0% | 100.0%   | *     |
| Hispanic or Latino                                | 100.0% | 86.0%    | *     |
| White   | 100.0% | 99.0%    | *     |

\* Data was not available at the time of publication.

## 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
- Community School
- Independent Study
- School Attendance Review Board

The table illustrates the school's dropout and graduation rates for the past three years. Data from the 2010-11 school year was not available at the time of publication.

| Graduation & Dropout Rates |        |        |        |
|----------------------------|--------|--------|--------|
|                            | 07-08  | 08-09  | 09-10  |
| Dropout Rate               | 38.10% | 22.70% | 20.00% |
| Graduation Rate            | 66.70% | 60.00% | 72.20% |

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

## 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 2010-11 school year.** The school is currently building a relationship with Cerra Coso Community College for career technical programs.

## 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 22, 2011, 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, Visual and Performing Arts, Health, and Foreign Language 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.

The table displays information collected in February 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| District-Adopted Textbooks |                             |                             |               |            |           |
|----------------------------|-----------------------------|-----------------------------|---------------|------------|-----------|
| Grade Levels               | Subject                     | Publisher                   | Adoption Year | Sufficient | % Lacking |
| 9th-12th                   | Algebra I                   | Prentice Hall               | 2009          | Yes        | 0.0%      |
| 9th-12th                   | Algebra II                  | AGS                         | 2009          | Yes        | 0.0%      |
| 9th-12th                   | Earth Science               | Globe Fearson               | 2010          | Yes        | 0.0%      |
| 9th-12th                   | Economics                   | Glencoe/McGraw Hill         | 2009          | Yes        | 0.0%      |
| 11th-12th                  | English/<br>Language Arts   | Harcourt<br>Brace           | 1993          | Yes        | 0.0%      |
| 9th-10th                   | English/<br>Language Arts   | Holt, Rinehart<br>& Winston | 2003          | Yes        | 0.0%      |
| 9th-12th                   | Geometry                    | Globe Fearson               | 2007          | Yes        | 0.0%      |
| 9th-12th                   | Life Science                | Globe Fearson               | 2007          | Yes        | 0.0%      |
| 9th-12th                   | Physical<br>Science         | Globe Fearson               | 2007          | Yes        | 0.0%      |
| 9th-12th                   | United States<br>Government | AGS                         | 2010          | Yes        | 0.0%      |
| 9th-12th                   | United States<br>History    | AGS                         | 2007          | Yes        | 0.0%      |
| 9th-12th                   | World<br>Geography          | AGS                         | 2007          | Yes        | 0.0%      |
| 9th-12th                   | World History               | AGS                         | 2007          | Yes        | 0.0%      |

## 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. The chart displays the results of the most recent facilities inspection.

| School Facility Conditions                                       |                                  |      |      |  |
|--|----------------------------------|------|------|--|
| Date of Last Inspection: 10/05/2011                              |                                  |      |      |  |
| 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/<br>HVAC, Sewer)                        | X                                |      |      |  |
| Interior   | X                                |      |      |  |
| Cleanliness (Overall<br>Cleanliness, Pest/Vermin<br>Infestation) | X                                |      |      |  |
| Electrical   | X                                |      |      |  |
| Restrooms/Fountains  | X                                |      |      |  |
| Safety (Fire Safety,<br>Hazardous Materials)                     | X                                |      |      |  |
| Structural (Structural<br>Damage, Roofs)                         | X                                |      |      |  |
| External (Grounds, Windows,<br>Doors, Gates, Fences)             | X                                |      |      |  |

## 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.

## 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.

Sierra High School reviews the plan each year and updates it as needed. The plan was last updated and reviewed with school staff in October 2011. 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 2009-10 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                      | \$16,449 |
| From Restricted Sources                           | \$0      |
| From Unrestricted Sources                         | \$16,449 |
| District  |          |
| From Unrestricted Sources                         | \$8,584  |
| Percentage of Variation between School & District | 91.62%   |
| State   |          |
| From Unrestricted Sources                         | \$5,455  |
| Percentage of Variation between School & State    | 201.54%  |

## District Revenue Sources

The district receives 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 district's 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    |           |           |
| 2009-10                                  |           |           |
|  | District  | State     |
| Beginning Teachers                       | \$41,402  | \$37,978  |
| Mid-Range Teachers                       | \$63,703  | \$55,252  |
| Highest Teachers                         | \$82,872  | \$71,674  |
| Elementary School Principals             | \$94,787  | \$87,651  |
| Middle School Principals                 | \$97,099  | \$92,196  |
| High School Principals                   | \$101,722 | \$93,352  |
| Superintendent                           | \$140,000 | \$116,851 |
| Salaries as a Percentage of Total Budget |           |           |
| Teacher Salaries                         | 37.3%     | 35.3%     |
| Administrative Salaries                  | 4.6%      | 6.7%      |

## 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                       | \$82,872 |
| District                     | \$64,878 |
| Percentage of Variation      | 27.73%   |
| School & State               |          |
| All Unified School Districts | \$57,163 |
| Percentage of Variation      | 44.97%   |