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Grades Ten Through Twelve  
Stan Halperin, Ed.S.  
Principal

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

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## Mammoth Unified School District

# Sierra High School

## 2002-2003 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 eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunities to develop those talents.

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

### Mission Statement

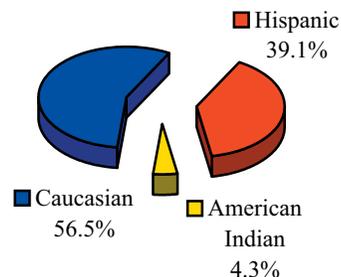
We believe that all of our students have potential for success and growth, both personally and academically. Therefore, our concentration is on the following: students working toward achieving realistic attitudes about their career possibilities; students making progress in developing necessary life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

### Community & School Profile

Mammoth Unified School District, located in Mono County, educates 1,240 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 dedicated to ensuring the academic success of every student, and providing the most comprehensive educational experience. 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.

**% of Enrollment by Ethnic Group**



### 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.

Sierra High School has not expelled any of its students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions and Expulsions						
	Sierra High			MUSD		
	01	02	03	01	02	03
Suspensions (#)	0	2	1	75	96	127
Suspensions (%)	0.00	11.76	4.35	6.13	7.67	10.24
Expulsions (#)	0	0	0	10	4	4
Expulsions (%)	0.00	0.00	0.00	0.82	0.32	0.32

### Instructional Program

The Sierra High School Course of Study contains courses which have been written to meet the needs of the students to attain their goals at this school. The teaching staff will continue to write and develop new and appropriate courses as time goes by.

The accountability for success lies with the individual students. Students work at "their own pace." Each student must be making progress on a regular basis to remain in Sierra High School.

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

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

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

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

### School Enrollment & Attendance

Student enrollment over the past three years at Sierra High School has increased. Schoolwide enrollment at the beginning of the 2002-03 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 and 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 work in collaboration 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 2002-03 school year. Intervention programs that promote attendance and reduce dropout rates include:

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

	Dropouts		
	99-00	00-01	01-02
Dropouts (#)	2	6	0
Dropout Rate (%)	13.3	23.1	0.0

### Class Size

Sierra High School maintained a schoolwide average class size of 23 students and a pupil-to-teacher ratio of 12:1 for the 2002-03 school year. Class size rates are based on grade level and subject area.

### Instructional Time

All instructional day and minute requirements at Sierra High School exceeded state requirements for the 2002-03 school year. Sierra High School offered 180 days of instruction comprised of 178 regular days and 2 minimum days during the 2002-03 school year. The California Education Code requires that continuation school students in grades nine through twelve receive a minimum of 33,300 minutes of instructional time annually. Sierra High School offered 43,200 minutes of instructional time in 2002-03.

### Textbooks & Instructional Materials

Sierra High School sets a high priority upon ensuring that sufficient 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. Each student is provided his/her own individual textbook for all core classes. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks. Instructional materials for grades 9-12 have been approved by the board of education. 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.

Textbooks		
Subject	Series	
Language Arts	Longman Classics	
	Short Classics	
	Goodman's Five Star Stories	
	Globe Readers Collection	
	Critical Reading Skills	
	Expressions	
	Viewpoints	
	English, Yes!	
	Grammar in Context	
	Practical English	
	Basic English	
	Passage to Basic English	
	No Glamour Grammar	
	Wading into Writing	
	English Made Simple	
	Math	Algebra I
		High School Mathematics
Economics		
Economics: Concepts & Applications		
Science	Science Workshop	
	General Science	
	Janus Earth Science	
	Janus Life Science	
	Janus Physical Science	
	Wonders of Science	
	Health	
Decisions for Health		
Social Science	World History	
	World History and You	
	World History for a Global Age	
	Experiencing World History	
	Historical Case Studies	
	Map Skills	
	Amazing Century	
	America's Story	
	History of the United States	
	United States History	
	Eye on History	
	World Geography and Culture	
	World Geography and You	
	Our United States Government	
	United States Government	
	The People's Guide to Government	
	Government at Work	
	It's Our Government	
	Government Today	
Your Government		
You Mean This is What Goes on in Washington		
Contemporary Look at the United States		
Preparation for Citizenship		
American Government		

The school's library is stocked with approximately 450 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.

Computer Resources			
	00-01	01-02	02-03
Computers	6	6	15
Students per computer	4.3	2.8	1.5
Classrooms connected to Internet	1	1	2

### School Facilities & Safety

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

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

Safety of students and staff is a primary concern of Sierra High School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. All visitors are required to sign in at the district office before entering the school. The school's teachers provide constant supervision of the students throughout the school day.

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 reviewed with school staff at the beginning of the school year. An updated copy of the plan is available to the public at the school and district offices.

### 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
- K-Mart Spirit Award
- Mammoth Hospital
- Von's E-Scrip

## 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.

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on their state's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This refers to steadily increasing the percentage of students who achieve state standards of academic proficiency from year to year. AYP requires an annual evaluation and reporting of the academic progress of all students, including children in numerically significant subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, and migrant students.

#### AYP in California

In California, results of how students perform on state testing help determine whether a school or district demonstrates Adequate Yearly Progress (AYP). Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of a 100 percent at-or-above proficiency rate by the year 2014 as required by NCLB. Beginning with spring 2003 test results, high schools must achieve a 11.2 percent at-or-above proficiency rate in English Language Arts and 9.6 percent for Mathematics on the California High School Exit Exam (CAHSEE). Additional AMOs contributing to whether or not a school or district demonstrates AYP include: a 95 percent or above participation rate on the CST (grades 2-8) and California High School Exit Exam (grade 10); an increase in graduation rates of 0.1 percent each year; and an API of 560 or one point of API growth each year. For the 2002-03 school year, Sierra High School did not meet all the Adequate Yearly Progress criteria.

Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement. Program Improvement schools are required to inform parents of their rights, attain specific levels of student achievement, and offer supplemental services. Sierra High School has not qualified to receive Title I funds for the past three years and has not been identified a Title I Program Improvement school. Title I services are provided to those students identified as failing, or most at risk of failing, to meet the state board of education standards. More information about Title I and NCLB requirements can be found on the state Department of Education's website [www.cde.ca.gov/iasa/titleone/](http://www.cde.ca.gov/iasa/titleone/) and the U.S. Department of Education's website [www.nclb.gov](http://www.nclb.gov).

### Standardized State Assessments

Mammoth Unified School District participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual student mastery of skills required by the California Content Standards. Prior to 2003, the STAR included the SAT-9 norm-referenced test, which has been replaced by CAT/6. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit: <http://star.cde.ca.gov/>.

#### California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the state board of education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Proficient or Advanced level.

Adequate Yearly Progress (AYP) 2003					
Sierra High					
California High School Exit Exam (CAHSEE)					
% Participation Rate			% Proficient or Advanced		
English/ Language Arts	Mathematics	English/ Language Arts	Mathematics	English/ Language Arts	Mathematics
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>11.2%</b>	<b>11.2%</b>	<b>9.6%</b>
Met Target? Yes or No					
Met	%	Met	%	Met	%
All Students	No	55.5%	No	55.5%	Yes <sup>^</sup>
Subgroups*					
Academic Performance Index (API)			Graduation Rate		
<b>Target</b>	<b>560 or 1 point growth</b>			<b>82.8% or 0.1 increase</b>	
Met Target? Yes or No					
Met	Score	Increase	Met	%	Increase
Schoolwide	Yes	513	23	Yes	88.9 31.8

*SED - Socioeconomically Disadvantaged*  
<sup>^</sup>School met the adjusted percent proficient criteria for under 100 valid scores.  
**Data unavailable from the California Department of Education.**  
*\*Only numerically significant subgroups are required to be reported.*  
**AYP based on API is schoolwide only.**

Federal Programs			
	01	02	03
Recognition for Achievement (Title I)	No	No	No
Identified for Program Improvement	No	No	No
Exited Title I Program Improvement	N/A	N/A	N/A
Number of Years in Program Improvement	-	-	-

SAT/9 Norm Referenced Test								
2001 & 2002								
% At or Above 50th Percentile								
	Reading				Math			
	10	11	10	11	10	11	10	11
<b>All Students</b>	01	02	01	02	01	02	01	02
Sierra High	17				17			
MUSD	47	51	47	51	56	55	57	52
California	34	34	37	37	45	46	46	47
<b>Language Fluency</b>								
Non EL	18				18			

*Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed. This includes break down scores for gender, English learners, socioeconomic status, and ethnicity.*

All school districts in the state of California are required to report their CST results in comparison to the state average. In this report card, the percentage of Sierra High School students achieving Proficient and Advanced levels is reported. District level and statewide disaggregated scores may be found in the *Mammoth Unified School District NCLB Report Card*.

CAT/6 Norm Referenced Test 2003				
% At or Above 50th Percentile				
	Reading		Math	
	10	11	10	11
<b>All Students</b>				
Sierra High		36		36
MUSD	65	67	54	63
California	49	47	52	47

*Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed. This includes break down scores for gender, language fluency, socioeconomic status, and ethnicity.*

### 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 all three 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 three 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 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.

### Academic Performance Index (API)

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on STAR and CAHSEE results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures.

Sierra High School has elected to adopt the Alternative Schools Accountability Model (ASAM) for reporting school performance. Alternative schools, like all schools, must seek to meet state standards of learning and achievement. The PSAA Advisory Committee finds that the accountability model for alternative schools directly acknowledges the fact that schools serving a majority of students who are at high risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts must also meet the challenge of addressing personal and social issues that confront these students and interfere with their abilities to reach grade level standards. ASAM accurately reflects the growth of students enrolled in alternative schools based on multiple indicators of progress reflecting academic performance as well as other aspects of growth.

California Standards Test (CST) 2001, 2002, 2003										
Combined % of Students Scoring at Proficient & Advanced Levels										
	Language Arts						Social Science			
	10			11			10		11	
	01	02	03	01	02	03	02	03	02	03
<b>All Students</b>										
Sierra High			25			25	9			36
MUSD	38	46	54	40	46	52	24	38	36	53
California	31	33	33	29	31	32	24	27	31	34

**Summative grade-level scores are currently unavailable in Math (Grades 8-11) and Science (Grades 9-11). For course specific results, please refer to the STAR website at: <http://star.cde.ca.gov>**

*Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed. This includes break down scores for gender, language fluency, socioeconomic status, and ethnicity.*

### California Awards and Intervention Programs

	01	02	03
Eligible for Governor's Performance Award	N/A	N/A	N/A
Eligible for II/USP	N/A	*	*
Applied for II/USP \$	N/A	*	*
Received II/USP \$	N/A	*	*

*\*II/USP was not funded in 2002 or 2003.*

API School Results						
All Students						
	Base			Growth		
	2000	2001	2002	00-01	01-02	02-03
Percent Tested			N/A	Percent Tested		100
API Score			490	API Growth Score		513*
Growth Target				Actual Growth		22
Statewide Rank						
Similar Schools Rank						

**Data is unavailable from the California Department of Education due to small numbers of students tested.**

*Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.*

*\*API was calculated based on between 11 and 99 valid STAR test scores and therefore is less reliable; the scores should be interpreted with caution.*

### 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.

## Counseling & Other Support Services

It is the goal of Mammoth Unified School District to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

A volunteer counselor provides counseling services to Sierra High School students one day a week. In addition, the principal and school staff are readily available to assist and help students in any problem or hardship they may be encountering.

## Community Resources

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

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

## Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2002-03 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			
	01	02	03
Fully Credentialed	2	2	2
Working Outside Subject	0	0	0
Emergency Credentials	0	0	0
Interns	0	0	0
Waivers	0	0	0
<b>Total Teachers</b>	<b>2</b>	<b>2</b>	<b>2</b>
Average Years Teaching	28.0	29.0	30.0
Average Years in District	24.0	25.0	26.0

## Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations.

Evaluation criteria are:

- Engaging and Supporting All Students In Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning

- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

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

## Substitute Teachers

The Mammoth Unified School District has at most between 40 and 45 substitute teachers in their current substitute pool. The district requires all substitutes to be either a retired teacher, have a Bachelor's degree and pass 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 fill the role, or teachers teach during their preparation period.

In an effort to maintain a sufficient pool of substitutes and recruit qualified teachers, the district accepts applications throughout the year and utilizes the state's Teacher Recruitment Center.

## 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 broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. In addition, six minimum days are 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 2002-03 included data analysis, attendance/discipline/remediation issues, budgetary needs, and alignment of curriculum to standards. Schools supplement district programs with training and activities specific to the needs of its 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. For the 2002-03 school year, the district's four support providers assisted eight participants.

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. During the 2002-03 school year, the Mammoth Unified School District had one trained and certified consulting teacher serving the district's PAR participating teachers.

### Specialized Instruction

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.

For students whose primary language is not English, and who have limited English proficiency, Sierra High School offers programs to prepare them to meet the state's academic content and performance standards. Students are identified as English Learners through the California English Language Development Test (CELDT). Those students identified as English Learners are assigned to appropriately credentialed teachers and provided specialized instruction.

Sierra High School offers support to students whose test results indicate they need additional assistance to achieve grade level proficiency. Students 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.

Sierra High School provides instruction to all students in the least restrictive environment possible as part of the full inclusion program. Students with special needs are accommodated with a variety of options. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction and assistance a student will receive. Mono County and Mammoth Unified School District work cooperatively through the Special Education Program to facilitate the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation.

### School Leadership

Leadership at Sierra High School is a responsibility shared between district administration, school administration, instructional staff, students, and parents. 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
- Facilities
- Multicultural
- Language Arts

- Mathematics
- Athletics
- Shared Leadership
- Science
- Social Studies
- English Learners

### Expenditures & Services Funded

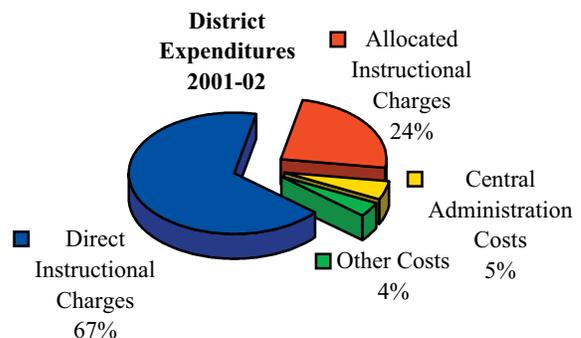
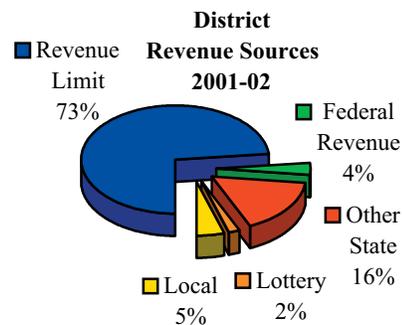
For the 2001-02 school year, Mammoth Unified School District spent an average of \$6,632 to educate each student (based on 2001-02 audited financial statements). 2002-03 state comparison data is not available through the California Department of Education. The figures shown in the table below reflect the direct cost of educational services, per average daily attendance (ADA), excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student*		
2001-02		
Statewide Average		
All Unified		
MUSD	School Districts	All Districts
\$6,632	\$6,767	\$6,719

*\*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 2001-02 school year, the district received approximately \$1,090 per student in federal and state aid for the following categorical, special education, and support programs:

- Maintenance and Operations
- Eisenhower Math & Science
- Special Education Transportation
- Regional Occupational Program
- Home-to-School Transportation
- School Improvement Program
- Special Education
- Safe and Drug Free Schools Program
- Peer Assistance and Review Program
- Educational Technology Assistance Grants
- Forest Reserve
- Basic Reading Act
- Tenth Grade Counseling
- Instructional Materials
- Title I Program
- Economic Impact Aid
- Staff Development
- Class Size Reduction



## 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. 2002-03 state comparison data is not available through the California Department of Education.

Average Salary Information Teachers - Principals - Superintendent 2001-02		
	MUSD	State Average
Beginning Teachers	\$35,564	\$31,721
Mid-Range Teachers	\$54,719	\$46,817
Highest Teachers	\$68,881	\$57,720
Elementary Principals	\$83,453	\$71,819
Middle School Principals	\$81,371	\$71,819
High School Principals	\$91,799	\$71,819
Superintendent	\$97,032	\$87,290
Teacher & Administrative Salaries as a Percentage of Total Budget		
Teacher Salaries	46.5%	37.4%
Administrative Salaries	6.0%	6.3%

## Contact Information

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