

# Sierra High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Sierra High School
<b>Street</b>	461 Sierra Park Rd.
<b>City, State, Zip</b>	Mammoth Lakes, California 93546
<b>Phone Number</b>	760.934.3702
<b>Principal</b>	Lois Klein
<b>E-mail Address</b>	lklein@mammothusd.org
<b>CDS Code</b>	26736920000000

<b>District Contact Information</b>	
<b>District Name</b>	Mammoth Unified School District
<b>Phone Number</b>	760.934.6802
<b>Superintendent</b>	Lois Klein
<b>E-mail Address</b>	lklein@mammothusd.org
<b>Web Site</b>	www.mammothusd.org

### **Principal's Message and Mission Statement (School Year 2016-17)**

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 that each child is unique and deserving of a rich educational environment. Each student has access to a core curriculum in language arts, mathematics, science, and social science.

All members of the 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 the school and the 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 2014-2015 school year, Sierra High School served approximately 18 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 Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 10</b>	1
<b>Grade 11</b>	4
<b>Grade 12</b>	9
<b>Total Enrollment</b>	14

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	71.4
Native Hawaiian or Pacific Islander	0
White	28.6
Two or More Races	0
Socioeconomically Disadvantaged	71.4
English Learners	7.1
Students with Disabilities	14.3
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	1	1	1	
Without Full Credential	0			
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

**Year and month in which data were collected:** 09/24/16

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 24, 2013 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Harcourt Brace Adopted 1993  Holt, Rinehart & Winston Adopted 2003	Yes	0.0%
<b>Mathematics</b>	Consumer Math - Third Edition Globe Fearson 2010  Prentice Hall Adopted 2009  AGS Adopted 2009  Globe Fearson Adopted 2007	Yes	0.0%
<b>Science</b>	Globe Fearson Adopted 2010  Globe Fearson Adopted 2007  Globe Fearson Adopted 2007	Yes	0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Glencoe/McGraw Hill Adopted 2009	Yes	0.0%
	AGS Adopted 2010		
	AGS Adopted 2007		
	AGS Adopted 2007		
	AGS Adopted 2007		
<b>Health</b>	Pearson Health 2010	Yes	0.0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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.

**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.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2/1/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2/1/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2/1/17				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	--	--	43	50	44	48
<b>Mathematics</b>	--	--	39	38	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>11</b>	--	--	--	--
<b>Male</b>	<b>11</b>	--	--	--	--
<b>Female</b>	<b>11</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>11</b>	--	--	--	--
<b>Hispanic or Latino</b>	<b>11</b>	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	<b>11</b>	--	--	--	--
<b>Students with Disabilities</b>	<b>11</b>	--	--	--	--
<b>Foster Youth</b>	<b>11</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>11</b>	--	--	--	--
<b>Male</b>	<b>11</b>	--	--	--	--
<b>Female</b>	<b>11</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>11</b>	--	--	--	--
<b>Hispanic or Latino</b>	<b>11</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>11</b>	--	--	--	--
<b>Students with Disabilities</b>	<b>11</b>	--	--	--	--
<b>Foster Youth</b>	<b>11</b>	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	--	--	--	64	66	68	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Career Technical Education Programs (School Year 2015-16)

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 2015-16 school year. The school is currently building a relationship with Cerra Coso Community College for career technical opportunities.

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	0
<b>% of pupils completing a CTE program and earning a high school diploma</b>	0
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	0



**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement (School Year 2016-17)**

Parents and the community are very supportive of the educational program at Sierra High School. Numerous programs and activities are enriched by the contributions from the community. Parents play an important role in supporting their student for school success.

**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	9.80	7.90	8.00	9.80	7.90	8.00	11.40	11.50	10.70
Graduation Rate	81.97	89.47	82.67	81.97	89.47	82.67	80.44	80.95	82.27

**Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)**

Group	Graduating Class of 2015		
	School	District	State
All Students	100	91	86
Black or African American	0	0	78
American Indian or Alaska Native	0	0	78
Asian	0	0	93
Filipino	0	100	93
Hispanic or Latino	0	89	83
Native Hawaiian/Pacific Islander	0	0	85
White	50	93	91
Two or More Races	0	100	89
Socioeconomically Disadvantaged	0	0	66
English Learners	0	0	54
Students with Disabilities	100	87	78

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	2.0	2.0	1.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

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. There is an open campus for lunch which allows the students to leave campus and return after the lunch break to continue to work on their individualized learning plans.

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. The Comprehensive Safety Plan developed by the Mammoth Unified School District is updated yearly.

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. An updated copy of the plan will be available to the public at the school and district offices.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English								12	1			
Mathematics								12	1			
Science								12	1			
Social Science								12	1			

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	350
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist	.05	N/A
Other		N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$16,449	\$0	\$16,449	\$82,872
District	N/A	N/A	\$8,584	\$69,821
Percent Difference: School Site and District	N/A	N/A	91.6	27.73%
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	197.1	41.4

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2015-16)**

The district receives federal and state aid for the following categorical, special education, and support programs: State aide is received in an amount equal to the categorical funding of 2008-2009 less the Fair Share

- Special Education
- Title I Program at Mammoth Elementary School only

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,780	\$40,430
Mid-Range Teacher Salary	\$68,901	\$58,909
Highest Teacher Salary	\$89,634	\$77,358
Average Principal Salary (Elementary)	\$112,968	\$94,634
Average Principal Salary (Middle)	\$110,212	\$97,839
Average Principal Salary (High)	\$104,723	\$100,453
Superintendent Salary	\$155,713	\$123,728
Percent of Budget for Teacher Salaries	39%	32%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

### **Professional Development (Most Recent Three Years)**

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Teachers and administrators from all schools are participating in a multiple year initiative with Focused Schools. The Leadership Team from each school meets with the trainer monthly and then goes back to the site to work with the other teachers. The schoolwide focus for Sierra High School is RACE to Success - Read, Analyze, Comprehend and Explain. The strategy that has been initiated is individual student goal setting and recognition of progress. The teacher, the Coordinator of Technology and Assessment and the Principal meet quarterly to review progress of students.