

Mammoth High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Mammoth High School
Street	365 Sierra Park Rd.
City, State, Zip	Mammoth Lakes, CA 93546
Phone Number	760.934.8541
Principal	Christopher J. Powell
E-mail Address	cpowell@mammothusd.org
Web Site	mhs.mammothusd.org
CDS Code	26736920000000

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

Principal's Message

Mammoth High School is a small four-year comprehensive high school with approximately 360 students. Situated in a growing year-round resort town, our student population continues to grow and diversify. Our staff works hard to prepare all of our students to meet the demands of the 21st century. More than eighty percent of our students choose to continue their education at two and four year colleges around the country, and we are working hard to offer a variety of paths leading to careers directly after graduation.

As principal, I am very proud of the accomplishments and commitment of our learning community. This report card demonstrates our strengths and illustrates our promise to provide the best educational and extracurricular opportunities for our students.

Mission Statement

The mission of Mammoth High School is to develop life-long learners who possess the academic, vocational, physical, and social skills to pursue their life goals.

Schoolwide Focus

Mammoth High School has adopted improving writing as a schoolwide focus. We're committed to a school-wide effort to have all MHS students show measurable growth in their ability to write for a specific purpose. Growth in writing will be measured by writing rubrics, teacher created assessments, and standardized tests that include writing.

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.

Mammoth High School opened its doors in 1974 to grades nine 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. The Western Association of Schools and Colleges recently renewed the school's six-year accreditation, with a three-year revisitation. Mammoth High School is committed to providing a comprehensive 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. The chart displays school enrollment broken down by ethnicity.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	91
Grade 10	95
Grade 11	102
Grade 12	79
Total Enrollment	367

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.0
Asian	1.4
Filipino	0.5
Hispanic or Latino	54.8
Native Hawaiian or Pacific Islander	0.3
White	40.6
Socioeconomically Disadvantaged	52.6
English Learners	3.8
Students with Disabilities	9.3
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	25	23.53	22.2	64.4
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: Sept 2017

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 15, 2016, 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 December 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync Adopted 2017	Yes	0.0%
Mathematics	Big Ideas Adopted 2014	Yes	0.0%
Science	Glencoe Adopted 1995 Holt, Rinehart & Winston Adopted 1998 Holt, Rinehart & Winston Adopted 2002	Yes	0.0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Glencoe Adopted 2008 Houghton Mifflin Adopted 2008 Houghton Mifflin Adopted 2001 Houghton Mifflin Adopted 2002 McDougal Littell Adopted 2002 McGraw-Hill Adopted 2001	Yes	0.0%
Foreign Language	Campbell Adopted 2005 Scholastic, Inc Adopted 2005	Yes	0.0%
Health	Prentice Hall Adopted 2008	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1974, Mammoth High School is situated on four acres. The school buildings span 87,640 square feet, consisting of classrooms, a gymnasium, library, fitness center, multipurpose room, vocal and instrumental classrooms, and an industrial arts facility. The school recently upgraded its gym floor, multi-purpose room, kitchen, and floors, and added stands and lights to the football fields. 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 1/18/2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	All roofs at MHS are in need of replacement, Ongoing repair/patching as leaks appear
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/18/2019	
Overall Rating	Good

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	52.0	44.0	41.0	46.0	48.0	50.0
Mathematics (grades 3-8 and 11)	27.0	27.0	31.0	36.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	101	98	97.03	43.88
Male	46	45	97.83	46.67
Female	55	53	96.36	41.51
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	57	98.28	28.07
White	38	36	94.74	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	63	61	96.83	27.87
English Learners	15	15	100.00	6.67
Students with Disabilities	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	101	98	97.03	26.53
Male	46	45	97.83	28.89
Female	55	53	96.36	24.53
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	57	98.28	12.28
White	38	36	94.74	44.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	63	61	96.83	13.11
English Learners	15	15	100	0
Students with Disabilities	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

It is the goal of Mammoth 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 critically, 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. In 2018-2019, MHS established a CTE Advisory committee to guide our programs into the future.

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Counselors expose students to a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities. Students may participate in Career Technical Education classes, a workability program involving the services of local businesses, or utilize the Coin Career Community, an internet resource program for students and parents that offers career and college information. Mammoth High School offers Career Technical Education courses. Courses offered include Culinary Arts, Construction Technology, AP Computer Science, Graphic Design, Photography, Music Tech and Sound Engineering, Mountain Resort Industries 1, and Health Science Pathway. The chart displays details about the school's Career Technical Education program.

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. For more information about Career/Technical Education, please contact Principal Chris Powell at (760) 934-8541.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	118
% of pupils completing a CTE program and earning a high school diploma	0.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	16.7

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.7
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	44.1

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	**	**	**
7	**	**	**
9	16.1	23.0	35.6

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents and the community are very supportive of the educational program at Mammoth High School. Numerous programs and activities are enriched by the generous contributions made by the Measure G Committee, Booster Club, Morning Rotary Club, Lion's Club, Noon Rotary Club, Mammoth Hospital, Mammoth Mountain, and Vons. The school also has an active School-site Council and English Language Advisory Committee. Parents and community members are encouraged to participate.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	7.2	0.0	0.0	8.0	3.6	3.9	10.7	9.7	9.1
Graduation Rate	88.4	97.2	100.0	82.7	91.6	96.1	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	98.6	100.0	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	0.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	95.0	95.7	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	100.0	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	94.9	97.7	88.6
English Learners	100.0	100.0	56.7
Students with Disabilities	100.0	83.3	67.1
Foster Youth	0.0	0.0	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.1	7.5	6.3	1.7	2.7	2.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.3	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The safety of students and staff is a primary concern of Mammoth High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis. All visitors must sign in at the front office and sign out upon leaving. During lunch, break, and before and after school, staff members supervise students and school grounds 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.

Mammoth High School reviews the plan each year and updates it as needed. The plan was last updated and reviewed with school staff in December 2012. An updated copy of the plan is available to the public at the school and district offices.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	16.0	15	5	1	15.0	18	7		15.0	18	6	1
Mathematics	14.0	15	7		14.0	17	6	1	13.0	19	7	
Science	15.0	13	6		15.0	15	7		14.0	16	8	
Social Science	7.0	30	4		9.0	24	6		7.0	35	5	

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	360
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.8	N/A
Psychologist	.25	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist (non-teaching)	3	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,321	\$1,157	\$10,164	69317.44
District	N/A	N/A	\$8,584	71891.37
Percent Difference: School Site and District	N/A	N/A	16.9	-3.6
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	35.2	8.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

The district receives federal and state aid for the following categorical, special education, and support programs:

- Special Education
- Title I Program (Elementary only)
- Title II Program
- Title III Program

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,676	\$42,990
Mid-Range Teacher Salary	\$73,692	\$61,614
Highest Teacher Salary	\$91,427	\$85,083
Average Principal Salary (Elementary)	\$124,087	\$100,802
Average Principal Salary (Middle)	\$127,189	\$105,404
Average Principal Salary (High)	\$112,225	\$106,243
Superintendent Salary	\$173,542	\$132,653
Percent of Budget for Teacher Salaries	37.0	30.0
Percent of Budget for Administrative Salaries	5.0	6.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	4	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	3	N/A
All courses	13	30.5

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)

All training and curriculum development at Mammoth High School revolves around the transition to Common Core State Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. In 2018-2019, the district has contracted with Focused Schools to continue staff development. In 2015-2016, the MHS staff identified the following schoolwide academic focus: "A schoolwide effort to have all MHS students show measurable growth in their ability to write for a specific purpose. Growth in writing will be measured by writing rubrics, teacher created assessments, and standardized tests that include writing."

In 2018-2019, MHS science teachers continued our efforts to align curriculum to NGSS and prepare students for the CAST. This is a one day, on campus training facilitated by a consultant. Additionally, all teachers attend 14 Minimum Day Staff Development trainings per year. Teachers also have the opportunity to attend off-site professional development and conferences as necessary.

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. Fourteen minimum days are also used for districtwide staff development.

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.