

# Mammoth High School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

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	<a href="mailto:cpowell@mammothusd.org">cpowell@mammothusd.org</a>
Web Site	<a href="http://www.mammothusd.org">www.mammothusd.org</a>
CDS Code	26736920000000

District Contact Information	
District Name	Mammoth Unified School District
Phone Number	760.934.6802
Superintendent	Lois Klein
E-mail Address	<a href="mailto:lklein@mammothusd.org">lklein@mammothusd.org</a>
Web Site	<a href="http://www.mammothusd.org">www.mammothusd.org</a>

## School Description and Mission Statement (Most Recent Year)

### Principal's Message

Mammoth High School is a small four-year comprehensive high school with approximately 297 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. Although more than eighty percent of our students choose to continue their education at two and four year colleges around the country, 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.

### 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 2013-14)

Grade Level	Number of Students
Grade 9	80
Grade 10	80
Grade 11	71
Grade 12	73
Total Enrollment	304

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.3
Asian	0.7
Filipino	0.3
Hispanic or Latino	50.3
Native Hawaiian or Pacific Islander	0.0
White	42.8
Two or More Races	5.6
Socioeconomically Disadvantaged	56.3
English Learners	7.2
Students with Disabilities	9.9

## 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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	24	23	25	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	0.00	0.00

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 2014-15)

Year and month in which data were collected: 9/25/2014

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 25, 2014, 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 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Holt, Rinehart & Winston Adopted 2003	Yes	0.0%
<b>Mathematics</b>	McDougal Littell Adopted 1997	Yes	0.0%
<b>Science</b>	Glencoe Adopted 1995  Holt, Rinehart & Winston Adopted 1998  Holt, Rinehart & Winston Adopted 2002	Yes	0.0%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	Campbell Adopted 2005  Scholastic, Inc Adopted 2005	Yes	0.0%
<b>Health</b>	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 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)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/22/14				
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]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

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

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	79	64	68	70	62	65	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	65
All Student at the School	68
Male	78
Female	54
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	53
Native Hawaiian or Pacific Islander	
White	81
Two or More Races	
Socioeconomically Disadvantaged	57
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

### Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	48	49	54	52	55	52	54	56	55
Mathematics	31	25	24	52	53	49	49	50	50
History-Social Science	33	41	44	36	49	46	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	5	6	6
Similar Schools	4	6	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-3	23	9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-11	-1	31
Native Hawaiian/Pacific Islander			
White	5	45	-7
Two or More Races			
Socioeconomically Disadvantaged	7	5	20
English Learners	-15	8	38
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Career Technical Education Programs (School Year 2013-14)

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 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 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 a work experience class, 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. Seniors have the opportunity to shadow members of the Rotary Club and the Lions Club in a variety of industries.

Mammoth High School offers career-path related classes through the Regional Occupational Program (ROP). Mono County is working to develop its own ROP program that meets the needs of this community. Courses offered include Culinary Arts, Construction Technology, 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 and/or ROP, please contact Principal Chris Powell at (760) 934-8541.

**Career Technical Education Participation (School Year 2013-14)**

Measure	CTE Program Participation
Number of pupils participating in CTE	60
% 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 and/or California State University Admission**

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	74.47
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	48.84

**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 English, mathematics, and physical education.

**California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	68	68	51	66	67	49	56	57	56
Mathematics	70	62	59	69	63	59	58	60	62

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.

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	51	22	28	41	31	28
All Students at the School	49	22	29	41	30	29
Male	45	27	27	30	37	33
Female	55	15	30	55	21	24
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	70	19	11	59	30	11
Native Hawaiian or Pacific Islander						
White	31	22	47	25	28	47
Two or More Races						
Socioeconomically Disadvantaged	75	14	11	61	25	14
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

**California Physical Fitness Test Results (School Year 2013-14)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	26.0	17.8	50.7

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 (Most Recent Year)**

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 S Committee, Booster Club, Morning Rotary Club, Lion’s Club, Noon Rotary Club, Mammoth Hospital, Geothermal Plant, 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 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	5.7	11.5	8.3	9.9	12.0	9.8	14.7	13.1	11.4
Graduation Rate	82.86	80.77	87.50	71.43	77.17	81.97	77.14	78.87	80.44

### Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	87.76	79.69	84.56
Black or African American	0.00	0.00	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	0.00	0.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	86.36	78.57	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	0.00	0.00	90.15
Two or More Races	100.00	100.00	89.03
Socioeconomically Disadvantaged	86.96	75.00	82.58
English Learners	40.00	25.00	53.68
Students with Disabilities	0.00	0.00	60.31

## 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	13.2	5.8	2.9	5.0	3.3	2.0	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### School Safety Plan (Most Recent Year)

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, recesses, and before and after school, assigned staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

In 1998, the Comprehensive Safety Plan was developed by the district in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines.

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.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	N/A	

### Federal Intervention Program (School Year 2014-15)

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

Note: Cells with "---" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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

Subject	2011-12				2012-13				2013-14			
	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	16.8	12	4	0	15	13	5		14	16	4	3
Mathematics	16.7	11	4	1	12	18	4		14	13	6	
Science	16.5	12	3	0	13	18	1		13	20	1	
Social Science	19.9	6	6	0	13	14	4		10	19	4	

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 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	1.0
Counselor (Social/Behavioral or Career Development)	.5	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)		---
Psychologist	1	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	3	---
Other	2	---

Note: Cells with "---" 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 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$11,321	\$1,157	\$10,164	\$65,773
District	---	---	\$8,584	
Percent Difference: School Site and District	---	---	18.41%	1.37%
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	86.32%	15.06%

Note: Cells with "---" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

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

- Class Size Reduction
- Economic Impact Aid
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Maintenance and Operations
- Peer Assistance and Review Program
- Regional Occupational Program
- Safe and Drug Free Schools Program
- School Improvement Program
- Special Education
- Title I Program

### Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$38,152
Mid-Range Teacher Salary		\$55,573
Highest Teacher Salary		\$71,908
Average Principal Salary (Elementary)		\$87,660
Average Principal Salary (Middle)		\$92,424
Average Principal Salary (High)		\$93,606
Superintendent Salary		\$116,538
Percent of Budget for Teacher Salaries	39	34
Percent of Budget for Administrative Salaries	5	7

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

### Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	1	---
Fine and Performing Arts		---
Foreign Language	2	---
Mathematics	2	---
Science	2	---
Social Science	3	---
All courses	10	0.9

Note: Cells with "----" do not require data.

\* Where there are student course enrollments.

### Professional Development

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 2014-2015, the district has contracted with West Ed to implement staff development focused on student to student academic discourse, close reading, and rich mathematical tasks.

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.