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Grades Nine through Twelve
Mike DeRisi
Principal

www.monocoe.k12.ca.us

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Mammoth Unified School District

Mammoth High School

Husky Pride

2001-2002 Annual School Report Card

Principal's Message

Mammoth High School is a small four-year comprehensive high school with approximately 375 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 80% 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 provide quality education that fully develops the academic, vocational, physical, and social skills of all students.

Community & School Profile

The Mammoth High School community is located in the town of Mammoth Lakes. Settled amidst California's beautiful Eastern Sierra, Mammoth is known for legendary downhill skiing and snowboarding. Other popular winter sports, which are enhanced by the endless backcountry, are snowmobiling, dog sledding, sleigh rides, and snow shoeing.

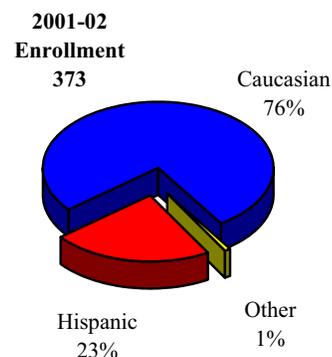
Spring, summer, and fall are great times for lake and stream fishing, golf, horseback riding, cycling, camping, and hiking. Jazz concerts, art festivals, and mountain bike races also fill the summer events schedule.

Mammoth Unified School District educates 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. Mammoth Unified School District students are served by Mammoth High School for grades nine through twelve. Mammoth 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.

The 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. Mammoth High School is dedicated to ensuring the academic success of every student, and providing the most comprehensive educational experience.

Discipline & Climate for Learning

Students at Mammoth 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 Mammoth 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 classroom orientation, parent conferences, newsletters, District Leaflets, and individual Student Handbooks.



Mammoth 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 during major infractions.

Suspensions and Expulsions						
	Mammoth High			MUSD		
	00	01	02	00	01	02
Suspensions (#)	21	39	37	63	75	96
Suspensions (%)	6.1	10.9	9.9	5.3	6.1	7.7
Expulsions (#)	2	7	0	2	10	4
Expulsions (%)	0.58	1.9	0.00	0.17	0.47	0.32

Mammoth High School has expelled nine students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted. The Suspensions and Expulsions table illustrates total cases as well as percentages per 100 students.

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- National Honor Society
- Interact Club
- Associated Student Body (ASB)
- Leo Club
- Multicultural Club

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other high schools in the area.

- Baseball
- Basketball
- Football
- Tennis
- Cross Country Running
- Cross Country Skiing
- Softball
- Soccer
- Volleyball
- Golf
- Alpine Skiing

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Award Assemblies
- Athlete of the Week
- Student of the Month

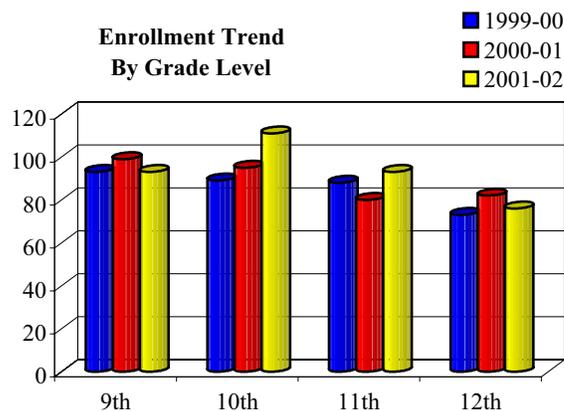
Mammoth High School celebrates the diversity that unites us all by an annual multicultural festival that includes Latino, Native American and European food, music, drama, and dance. In addition, special assemblies are held in drama, music, and multimedia that expose the students to other cultures.

Homework

Mammoth High School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students can expect to spend 2-3 hours per week per subject on homework. Honors and AP classes require 1-2 hours per night. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities.

School Enrollment & Attendance

Student enrollment over the past three years at Mammoth High School has increased by 8.7%. Schoolwide enrollment at the beginning of the 2001-02 school year was 373 students. Mammoth High School accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size. During the 2001-02 school year, 4% of the school's enrollment was comprised of inter-district transfers from other districts throughout Mono County.



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 Mammoth High School. Attendance, tardy, 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 through phone calls, letters, and parent conferences. 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 county's School Attendance Review Board.

Mono County's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation, and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

For the past three years, Mammoth High School has had no dropouts. Intervention programs that promote attendance and help maintain the zero dropout rate include:

- Parent Conferences
- Alternative School
- Short Term Independent Contracts
- Long Term Independent Contracts
- School Attendance Review Board (SARB)

Class Size

Mammoth High School maintained a schoolwide average class size of 21.5 students and a pupil/teacher ratio of 20:1 for the 2001-02 school year. Class size rates are based on grade level and subject area taught.

Teaching Load Distribution												
<i>Number of Classes by Size</i>												
	Average Class Size			Classrooms with:								
				1-22			23-32			33+		
	00	01	02	00	01	02	00	01	02	00	01	02
English	18	16	19	22	20	16	3	4	7	0	0	0
Math	18	24	23	11	4	7	5	6	7	0	0	1
Science	22	24	23	6	5	3	3	5	6	1	0	0
Social Science	27	27	25	3	5	3	7	5	4	1	2	2

Instructional Time

During the 2001-02 school year, all instructional minutes and days at Mammoth High School either met or exceeded state requirements. The California Education Code requires that students in grades nine through twelve receive a minimum of 64,800 minutes of instructional time. Mammoth High School offered 64,915 minutes of instructional time. Students received between 55 and 60 minutes of specialized instruction in each subject area by appropriately credentialed teachers.

For the 2001-02 school year, Mammoth High School offered 180 days of instruction comprised of 172 regular days, 6 minimum days used for staff development, and 2 minimum days taken before holidays.

Textbooks & Instructional Materials

Mammoth High School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's Curriculum Council standards. Mammoth High School follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle.

The District Curriculum Committee, consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Governing Board for final adoption. Selected materials are available for preview by parents in the school's front office.

The school's library is stocked with many books as well as many magazine and periodical subscriptions that are available for students to use. The library is staffed by a full-time librarian and is fully automated, using the Athena tracking software program. The school's library contains a large collection of video and audiotapes for classroom use that tie into curricular areas of study. The computer lab within the library contains 20 computers that are connected to the Internet so students are able to access resources and information online to improve their research skills.

Current Textbooks		
Subject Area	Publisher	Grade Levels
Adoption Year	Specific Subject	
Language Arts		
1993	Harcourt Education English	9-12
Mathematics		
1997	McDougal Littel Algebra I	9-12
1997	McDougal Littel Geometry	9-12
1994	McGraw Hill College Math I	9-12
1997	McDougal Littel Algebra II	9-12
Science		
2002	Holt, Rinehart & Winston Physical Science	9-12
2002	Holt, Rinehart & Winston Chemistry	9-12
1998	Holt, Rinehart & Winston Biology	9-12
2001	Holt, Rinehart & Winston Honors Biology	9-12
1995	Glencoe Physics	9-12
Social Studies		
2001	McGraw Hill Geography	9-12
1997	Center for Civic Education Publishers Political Science	9-12
2001	Houghton Mifflin AP U.S. History	9-12
2002	Houghton Mifflin World History	9-12

The school's classroom computer lab contains 25 computers that are connected to the Internet. In addition, each classroom has at least four computers. 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 to develop critical thinking skills, technological skills, mathematical proficiency, and writing skills.

Each classroom is equipped with a television and a VCR. Some of the additional technology resources available to teachers and students include an LCD projector, compact discs, video cameras, and digital cameras.

Computer Resources			
	00	01	02
Computers	61	76	110
Students per computer	5.6	4.7	3.4
Classrooms connected to Internet	20	19	18

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Mammoth High School. These assessments measure students' actual progress as well as the effectiveness of the instructional program.

The Standards-based Assessment Mathematics (SAM) assessment is administered in the spring of each year to students in grades nine through twelve. The assessment is based on state standards for the mathematics subject area and is used to determine students' proficiency in mathematics.

Standardized State Testing

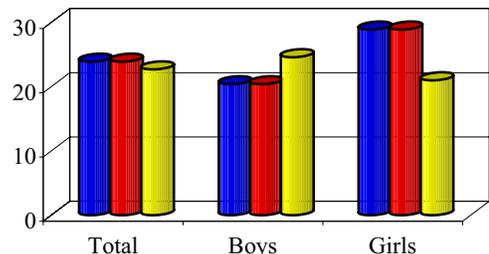
Mammoth High School participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

Physical Fitness

In the spring of each year, Mammoth High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

% of 9th Grade Students in Healthy Fitness Zone 2001-02



SAT-9 Results 2000, 2001, 2002

% At or Above 50th Percentile

All Students Grade Year Ending	Reading								
	9			10			11		
	00	01	02	00	01	02	00	01	02
Mammoth High	56	57	59	53	48	55	51	51	56
Mammoth USD	56	56	58	52	47	51	46	47	51
California	35	35	34	34	34	34	36	37	37
	Math								
Mammoth High	55	56	74	63	58	59	51	61	57
Mammoth USD	55	56	74	63	56	55	46	57	52
California	51	51	52	46	45	46	47	46	47
	Language								
Mammoth High	69	75	77	68	61	66	66	75	72
Mammoth USD	69	74	77	68	59	62	62	70	67
California	52	53	53	40	41	42	48	49	50
	Science								
Mammoth High	63	57	71	77	70	69	52	58	58
Mammoth USD	63	56	71	77	68	65	48	54	53
California	41	41	41	46	46	46	43	42	43
	Social Science								
Mammoth High	57	63	67	63	64	49	73	88	72
Mammoth USD	57	63	66	63	62	47	68	82	66
California	46	47	46	37	38	37	57	59	59

**California Standards Results
% of Students Scoring at Advanced and Proficient Levels**

All Students Grade Year Ending	Language Arts				Math			Science			Social Science							
	9		10		11		9		10		11		9		10		11	
	01	02	01	02	01	02	02	02	02	02	02	02	02	02	02	02	02	02
Mammoth High	39	55	39	49	43	50									43	27	41	
Mammoth USD	39	55	38	46	40	46									43	24	36	
California	28	33	31	33	29	31									24	24	31	
Subgroups																		
Gender																		
Male	33	54	37	34	34	49									54	16	41	
Female	45	58	44	64	48	52									29	36	40	
Ethnicity																		
Hispanic	*	33	*	14	*	11									33	0	27	
Caucasian	*	62	*	55	*	64									45	30	44	
Language Fluency																		
Non EL	39	56	41	50	43	50									43	27	40	
Migrant Education																		
Socioeconomic Status																		
SED	50		28		8										8		18	
Non SED	42	47	50	52	45	59									41	29	45	
Migrant Education																		
Migrant	Data unavailable																	

SED = Socioeconomically Disadvantaged EL = English Learners

*Data unavailable through California Department of Education.

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Summative scores for core subject areas are currently unavailable. For the results of course specific tests, please refer to the STAR website www.star.cde.ca.gov/star2002/.

SAT-9 Subgroup Results 2001, 2002

% At or Above 50th Percentile

Grade Year Ending	Reading						Math					
	9		10		11		9		10		11	
	01	02	01	02	01	02	01	02	01	02	01	02
Gender												
Male	53	60	47	49	38	59	61	82	63	58	55	62
Female	60	58	50	62	62	52	52	64	50	60	66	50
Ethnicity												
Hispanic	8	33	11	21	17	17	18	41	14	20	29	22
Caucasian	64	67	59	61	58	68	65	85	72	67	68	68
Language Fluency												
Non EL	57	59	51	57	53	55	59	74	64	60	64	57
Socioeconomic Status												
SED	42	16	29		15	15	38	18	13	36	31	
Non SED	60	62	58	60	53	65	63	80	72	68	66	63
Migrant Education												
Migrant	Data unavailable											

SED = Socioeconomically Disadvantaged EL = English Learner

*Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test to measure student ability in reading, writing, and mathematics. Each student must take the CAHSEE and pass all the components of the test in order to graduate from high school. Once a student passes one portion of the test, he/she will not have to take the same portion again; students will only test on the subjects they have not passed previously. Students who do not pass all subjects by their senior year, will not graduate.

College Preparation

Mammoth High School offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum. The school offers a Junior/Senior Symposium in an effort to guide students in their college and career searches.

Students at Mammoth High School are encouraged to take the required courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than 'C' per semester. The following chart illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes). Total enrollment for the 2000-01 school year was 373.

Graduates		
2000-01 Total Graduates	with UC/CSU Required Courses	2000-01 Total Course Enrollments
35	45	1,714
61.6%		

Test Preparation Courses

Students may elect to participate in an SAT preparation course sponsored by University Test Prep in cooperation with Mammoth Hospital. A fee is charged for the course; however, it is open to all students who plan on taking the SAT exam and addresses issues such as test taking procedures, time management, and test content.

Advanced Placement

Mammoth High School offers seven advanced placement courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. 2001-02 Advanced Placement List:

- English
- U.S. History
- Social Science
- Biology
- Government
- World History
- Spanish

Scholastic Aptitude Test (SAT)

Each year, students have the opportunity to participate in SAT testing. This instrument is designed to assess many of the skills that are important to a student's success in college and their general educational development.

	SAT 1 Reasoning Test Results		
	00	01	02
Grade 12 Enrollment			
Mammoth High	73	82	76
California	347,813	357,789	365,907
% of Seniors Tested			
Mammoth High	85	55	58
California	36	37	37
Average Verbal			
Mammoth High	514	548	529
California	492	492	490
Average Math			
Mammoth High	492	510	490
California	517	516	516
Average Total			
Mammoth High	1,006	1,058	1,019
California	1,009	1,008	1,006

Work Force Preparation

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. Career 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.

During the 2001-02 school year, Mammoth High School offered the following career-related learning programs:

- Workability Program (3 businesses)
- Work Experience Program
- Regional Occupation Program (two courses offered)
- Senior Seminars

Mammoth High School offers career-path related classes through the Modesto and Stanislaus Counties' Regional Occupational Program (ROP). Courses include Food Careers and Auto Tech.

Speakers from the community, job shadowing and work experiences, use of technology, career related research projects, and community service projects are made available for the students, to heighten their awareness of options for education, training, and employment beyond high school.

Academic Performance Index

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 SAT-9 and California Standards Test results. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The percent tested is calculated by dividing the number of students tested by enrollment in grades tested as indicated in the annual October CBEDS School Information Form. The API scale is 200-1000; calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the base API and the interim Statewide Performance Target of 800. This is the sum of the base API plus the subsequent school year's Growth Target.

The Immediate Intervention/Underperforming School's Program and the Governor's Performance Award Program are the remaining two components of the PSAA. Due to specific criteria, including API and SAT-9 results, Mammoth High School qualified to participate in the Governor's Performance Award Program for the 2001-02 school year.

API School Results										
All Students										
	Base			Percent Tested	Growth					
	1999	2000	2001		99-00	00-01	01-02			
Percent Tested	97	98	99	Percent Tested	98	99	99			
API Score	740	746	719	API Growth Score	746	725	743			
Growth Target	3	3	4	Actual Growth	6	-21	24			
Statewide Rank	9	9	8	Eligible for Awards	Yes	No	Yes			
Similar Schools Rank	10	10	9	Eligible for II/USP	No	No	No			
Subgroups										
Hispanic or Latino										
Base API Score	457	505	530	API Growth Score	505	517	548			
Growth Target	2	2	3	Actual Growth	48	12	18			
Caucasian										
Base API Score	800	808	761	API Growth Score	808	772	795			
Growth Target	*	*	3	Actual Growth	8	-36	34			
Socioeconomically Disadvantaged										
Base API Score	523	531		API Growth Score	524	569				
Growth Target	2	3		Actual Growth	1	38				

**Score is at or above the interim Statewide Performance Target of 800.
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.*

School Facilities & Safety

Mammoth High School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1974 and include the classrooms, a gymnasium, library, fitness center, multipurpose room, vocal and instrumental classrooms, and an industrial arts facility on four acres of land, which are all up-to-date and provide adequate space for students and staff. In the evenings and throughout the day, a team of two full-time custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Mammoth Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

During the 2001-02 school year, Mammoth High School completed several remodeling and modernization efforts.

- Renovated the gymnasium
- Updated the landscape irrigation system
- Built Phase I of the football stadium
- Renovated some classrooms

Safety of students and staff is a primary concern of Mammoth 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 school office before entering the campus. School grounds are constantly monitored and supervised by school staff members.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

In 1998, the Comprehensive School Safety Plan was developed by the School Site Council in cooperation with local law enforcement and other school site councils 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 School Safety Plan include the following:

- Child abuse reporting procedures
- Teacher notification of dangerous pupils procedures
- Procedures for safe entering to, and exiting from, school
- Sexual harassment policy

- Suspension and expulsion policies
- Dress code

The School Site Council evaluates the plan in May of each year and updates the plan as needed. The plan is reviewed with all staff members at the beginning of the school year. An updated copy of the plan is available to the public at the school's office.

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. The district provides qualified personnel to provide counseling and support services. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals.

The Mono County Office of Education employs staff that serves students in the following:

- Health Services
- Special Day Class
- Psychological Services
- Speech Therapy
- Vision Impairment

Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	1.0
Counseling Technician	1	1.0
Psychologist	1	0.4
Speech/Language Therapist	1	0.2
Adaptive PE Specialist	1	As-needed

Community Resources

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

- Mammoth Police Department
- Mono County Health Department
- Mono County Mental Health
- Myers Physical Therapy
- Social Services

Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-02 school year, Mammoth High School had 20 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Seven teachers supplement their regular credential with a Cross-cultural, Language and Academic Development (CLAD) credential.

Teacher Credential Status			
	00	01	02
Fully Credentialed	19	18	20
Working Outside Subject	0	0	0
Emergency Credentials	0	0	0
Without Credentials	0	0	0
Average Years Teaching	18.1	20.7	18.1
Average Years in District	13.0	14.4	13.4

Mammoth High School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2001-02 school year, certificated staff consisted of 22 employees: 40.9 percent with 30+ additional units beyond their bachelor's degree and 45.4 percent holding advanced graduate degrees such as a master's or doctorate degree.

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 or superintendent. These administrators have 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 afterward to discuss the quality of instruction and to provide suggestions for improvement.

Substitute Teachers

Generally, the school does not experience any problems finding qualified substitute teachers from the district pool. On occasions when a substitute teacher is not available, school administrators fill the role, or teachers teach during their preparation period.

During the 2001-02 school year, the district's pool of approximately 45 substitute teachers was available for the 180 school days. Substitutes held either a regular (Bachelor's degree and passed the California Basic Education Skills Test) or emergency credential.

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, & Professional Development

All training and curriculum development at Mammoth 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 Mammoth 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 state-wide assessment program.

Staff members build teaching skills and concepts through participation in professional conferences, district sponsored in-services, 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.

For the 2001-02 school year, staff development topics included the following:

- Advanced Placement Workshops
- Analyzing & Interpreting Test Data
- Western Association of Schools and Colleges (WASC) Review
- Accelerated Math
- California High School Exit Exam
- Asset Development

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 2001-02 school year, the Mammoth Unified School District had four support providers serving eight participants.

The PAR program, designed to improve the education for students and increase the classroom performance of teachers, recruits exceptional teachers to receive certification to become a "consulting teacher" to provide assistance to veteran practicing teachers, beginning practicing teachers, and voluntary participating teachers. Mammoth Unified School District and Mammoth High School work together through PAR to achieve the shared goal of accomplishing the highest level of success for the teachers and students. For the 2001-02 school year, the Mammoth Unified School District had one trained and certified consulting teacher serving the district's teachers.

Specialized Instruction

Mammoth High School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Mammoth High School recognizes that students with special gifts and talents need more challenging curriculum and instruction. The school's Advanced Placement and Honors courses provide advanced instruction to students who are identified as exceptionally able or talented.

Students who are consistently falling below grade level or performing below standards on assessments are transferred to the continuation school, Sierra High School. Students at Sierra High School participate in a wide variety of special instructional techniques designed to bring the student up to grade level standards.

English Language Learners receive specialized services and instruction in an environment conducive to maximizing English learning. Special Education students receive either sheltered instruction in the classroom or have sessions with a Resource Specialist. The school offers a Resource Specialist Program (RSP) and Special Day Classes (SDC). Inclusion of Special Education students is maximized, depending on their individual abilities, to provide them with learning opportunities in the least restrictive environment.

Mono County and Mammoth Unified School District work collaboratively 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. The Special Education Coordinator supervises the special education staff.

School Leadership

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council
- District Shared Leadership Team
- Student Study Team
- Booster's Club

The District Shared Leadership Team consists of parents and staff who are dedicated to improving the educational program in the district. Teachers represent the high school staff on a variety of districtwide committees, including:

- Curriculum
- Facilities
- Mathematics
- Athletics
- Shared Leadership
- Multicultural
- Language Art
- Science
- Social Studies
- English Language Learners

Expenditures & Services Funded

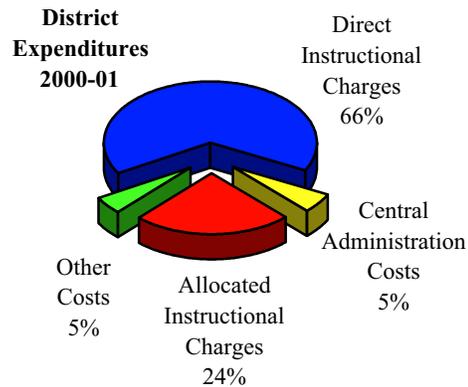
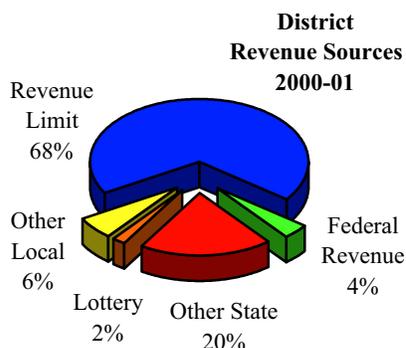
For the 2000-01 school year, Mammoth Unified School District spent an average of \$6,562 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition 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* 2000-01		
	Statewide Average	
	All Unified Districts	All Districts
Mammoth USD	\$6,414	\$6,360
	\$6,562	

**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 2000-01 school year, the district received approximately \$1,205 per student in federal and state aid for the following categorical, special education, and support programs:

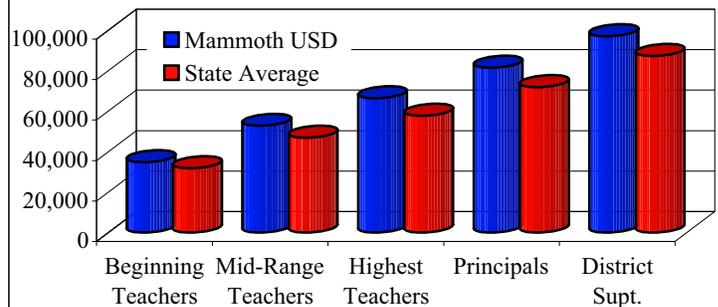
- Maintenance and Operations
- Special Education
- EESA/Math & Science
- Home-to-School Transportation
- School Improvement Program
- Special Education Transportation
- Staff Development
- Mentor Teacher
- Regional Occupational Program (ROP)
- Educational Technology Assistance Grants
- Peer Assistance and Review
- Drug Free School
- Forest Reserve Funds
- Economic Impact Aid
- Basic Reading Act
- Instructional Materials
- Tenth Grade Counseling



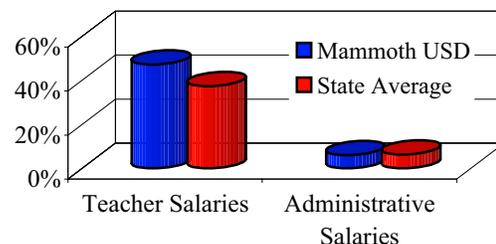
Salary & Budget Comparison

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.

Average Salary Information
Teachers - Principals - Superintendent
2000-01



Average Salary Information
Teachers & Administrative Salary Percentages
2000-01



Community Involvement

Parents and the community are very supportive of the education program at Mammoth High School. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Booster Club
- Lion's Club
- Mammoth Hospital
- Mammoth Mountain
- Morning Rotary Club
- Noon Rotary Club
- Vons

Contact Information

Parents who wish to participate in Mammoth High School's leadership teams, school committees, school activities, or become volunteers may contact Principal Mike DeRisi at (760) 934-8541.