

MAMMOTH UNIFIED SCHOOL DISTRICT

Mammoth High School

"Husky Pride"

365 Sierra Park Road
Mammoth Lakes, CA 93546
(760) 934-8541

Ninth through Twelfth Grade

www.mammothusd.org

Western Association of Schools and Colleges Accredited

2010-2011 School Accountability Report Card

Published in the 2011-2012 School Year

School Administration

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Principal

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District Administration

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*Director of Maintenance,
Operations, and Transportation*

Principal's Message

Mammoth High School is a small four-year comprehensive high school with approximately 285 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. In the 2010-11 school year, the school served 287 students. The chart displays school enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group

2010-11

	Percentage
American Indian	0.4%
Asian	1.2%
Hispanic or Latino	50.6%
White	46.3%
Two or More	1.5%

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. Consequences for behavioral problems may include detention, in-school suspension, out-of-school suspension, Saturday School, expulsion, alternative placement, and possible Mammoth Lakes Police Department involvement.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	53	44	66	172	127	109
Suspension Rate	15.9%	14.2%	23.0%	14.6%	11.3%	9.7%
Expulsions	0	0	3	0	2	3
Expulsion Rate	0.0%	0.0%	1.0%	0.0%	0.2%	0.3%

Dropout & Graduation Rates

Attendance is critical to academic achievement and regular daily attendance is a priority at Mammoth High School. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students that require extended leaves from school. The school's attendance coordinator monitors student attendance daily and reports excessive unexcused absences to designated authorities such as Student Study Teams (SSTs) and 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.

Intervention programs that promote attendance and help promote a low dropout rate include: Parent Conferences, Alternative School, Saturday School, Senior Deficiency Letters, Student Study Teams, Short Term Independent Contracts, and School Attendance Review Board (SARB).

The table illustrates the school's dropout and graduation rates for the past three years. Data from the 2010-11 school year was not available at the time of publication.

Graduation & Dropout Rates			
	07-08	08-09	09-10
Dropout Rate	2.50%	4.80%	4.20%
Graduation Rate	89.71%	79.27%	82.72%

Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2010-11 school year, Mammoth High School had 26 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	21	35	26	72
Without Full Credentials	0	0	0	0
Working Outside Subject	1	2	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	09-10	10-11	11-12
	Misassignments of Teachers of English Learners	3	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	3	0	4
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

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.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Staff 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.

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

Counseling & Support Staff

It is the goal of Mammoth Unified School District to assist students in their social and personal development as well as in academics. The district provides special attention to students who experience achievement or behavioral difficulty. The academic counselor-to-pupil ratio is 1:287.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Adaptive PE Specialist	1	As Needed
Guidance/Academic Counselor	1	1.0
Psychologist	1	0.4
Speech and Language Specialist	1	0.2

Instructional Programs

Mammoth Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. It is the district's goal to ensure that all students are provided the support they need in order to experience success in their academic career. Through teacher training, monitoring of student achievement, and modification of instruction, Mammoth High School is able to offer programs to meet the individual needs of its students.

The Gifted and Talented Education (GATE) program is offered to students who have been recognized by their teachers as capable of high levels of achievement. At Mammoth High School, Advanced Placement and Honors courses are available to GATE students.

English Language Learners (ELL) are assigned to appropriately credentialed teachers and provided sheltered social science and mathematics instruction using English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) techniques.

Students whose test results indicate they need additional assistance to achieve grade level proficiency may receive supplemental instruction within the regular classroom and may participate in after-school tutoring and Saturday School, may be assigned to a Student Study Team (SST), or may be transferred to Sierra High, the district's continuation high school. Teachers and staff provide tutorials and work with students on a variety of skills to enhance their academic progress. The school works diligently to maintain open communication with parents regarding their child's progress throughout the school year.

AVID (Achievement Via Individual Determination) is designed to assist students who may not have necessarily considered college as an option. The program works to prepare those students for college, and focuses on perseverance, hard work, high expectations, and encouragement. Mammoth High School began the program in the 2005-06 school year, and it continues to grow each year.

Students with special needs receive additional assistance which may include sessions with a resource specialist, placement in a Special Day Class, and/or additional assistance from the school's speech/language specialist and adaptive PE specialist. Mono County and Mammoth Unified School District work cooperatively through the Special Education Program to facilitate the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation. The special education coordinator supervises the special education staff.

Class Size

The Class Size Distribution table illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
09	10	11	09	10	11	09	10	11	09	10	11	
By Subject Area												
English	17	17	15	14	10	16	3	4	1	1	-	-
Math	21	16	16	8	13	14	7	2	2	-	-	-
Science	20	16	14	6	12	13	4	2	2	-	-	-
Social Science	21	20	24	8	6	5	2	2	4	2	-	1

School Leadership

Leadership at Mammoth High School is a responsibility shared among district administration, school administration, instructional staff, students, and parents. Principal Gabriel Solorio joined the school in the fall of 2010. He brings to the school more than 13 years of experience in education, with five years in administration.

All members of the school community are committed to a shared schoolwide vision, which creates a strong foundation toward academic success for all students. Coordinating with the principal is the entire school staff, which meets regularly to focus on schoolwide curricular and administrative issues. Other leadership groups on campus include: School Site Council; Student Study Team; Master Schedule Committee; Booster Club; and Math Curriculum Committee.

Parent & Community Involvement

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.

Contact Information

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

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the evaluation of the quality instructional program at Mammoth High School. These measures afford insight as to students' actual progress as well as the effectiveness of the instructional program. They are especially helpful as active long-term reflections of student instructional growth. Based on student needs and assessment results, teachers determine the appropriate instructional modification strategies and possible at-risk intervention programs.

In addition to district-established performance objectives, the state and federal governments have set standards for student achievement. A school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria. These measures include Adequate Yearly Progress and the state's Academic Performance Index.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/Language Arts, Mathematics, Social Science, and Science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	45	48	48	51	48	52	50	52	54
Mathematics	18	26	31	45	44	52	46	48	50
Science	51	48	66	56	51	69	50	53	56
History/Social Science	50	40	33	42	44	36	41	44	48

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	52	52	69	36
School	48	31	66	33
Hispanic or Latino	20	17	48	23
White	79	43	79	42
Males	47	34	61	37
Females	49	28	71	29
Socioeconomically Disadvantaged	27	21	55	24
Students with Disabilities	28	38	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Modified Assessment (CMA)

California Modified Assessment (CMA) is an alternate assessment (a STAR Program component) that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA)

California Alternate Performance Assessment (CAPA), a component of the STAR Program, includes ELA and Mathematics in grades two through eleven, and Science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide and similar schools API ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2011 Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	6	5	6
Similar Schools	2	3	7
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	-15	33	-3
Hispanic or Latino			
Actual API Change	13	42	-11
White			
Actual API Change	-11	28	5
Socioeconomically Disadvantaged			
Actual API Change	14	31	7
English Learners			
Actual API Change	3	60	-

Growth API						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	197	747	799	786	4,683,676	778
Hispanic or Latino	103	660	432	708	2,406,749	729
White	82	834	337	880	1,258,831	845
Socioeconomically Disadvantaged	112	686	470	719	2,731,843	726
Students with Disabilities	17	492	70	603	521,815	595

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE website at <http://www.cde.ca.gov/ta/ac/ay/>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2007-2008
Year in PI (2011-12)	-	Year 3
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	25.00%

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

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 measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	39.7%	27.9%	11.8%

Completion of High School Graduation Requirements

Students in California public schools must pass both the English Language Arts and Mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2010-11 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs/>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	95.0%	96.0%	*
Socioeconomically Disadvantaged	92.0%	92.0%	*
Hispanic or Latino	88.0%	86.0%	*
White	97.0%	99.0%	*
English Learners	81.0%	81.0%	*
Students with Disabilities	75.0%	75.0%	*

* Data was not available at the time of publication.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

CAHSEE By Subject									
	2008-09			2009-10			2010-11		
	School	District	State	School	District	State	School	District	State
English	55.0	59.0	52.0	50.0	50.0	54.0	62.0	62.0	59.0
Mathematics	54.0	56.0	53.0	47.0	47.0	54.0	62.0	59.0	56.0

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	38.0	35.0	27.0	41.0	44.0	15.0
All Students School	38.0	34.0	28.0	38.0	46.0	16.0
Male	39.0	42.0	18.0	34.0	47.0	19.0
Female	35.0	26.0	39.0	34.0	47.0	19.0
Hispanic or Latino	69.0	27.0	4.0	62.0	35.0	4.0
White	14.0	40.0	46.0	24.0	53.0	24.0
English Learners	92.0	8.0	-	92.0	8.0	-
Socioeconomically Disadvantaged	55.0	35.0	10.0	57.0	40.0	3.0

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

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, enhanced by supplemental programs sponsored by the school and community groups. Seniors have four different Graduation Pathways they can undertake during their high school career. This allows students to determine the best plan that suits them to enable them to graduate from high school. For more information, contact the school counselor.

The school's Career Center sponsors visits from college representatives and offers workshops to assist students in the college application and the financial aid application processes. The school counselor and academic guidance specialist meet with students to map out educational plans based on post-secondary educational goals.

Students at Mammoth High School are encouraged to take specific courses if they plan to attend a four-year university. All students must pass each required course with a grade no lower than “C” each semester. The 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). The most recent data available is from the 2009-10 school year.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	48%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	4%

** Duplicated Count (one student can be enrolled in several courses).*

Advanced Placement Classes

Mammoth High School encourages students to continue their education past high school. Mammoth High School offers Advanced Placement (AP) 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.

Advanced Placement Classes		
	# of Courses	Enrollment
English	2	28
Foreign Language	1	9
Science	1	12
Social Science	3	17
Totals	7	66
Percent of Students in AP Courses		24%

Workforce 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. 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 food-related careers and Auto Tech. The chart displays details about the school’s Career Technical Education program.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school’s pupils participate in CTE?	33
What percent of the school’s pupils complete a CTE program and earn a high school diploma?	0.0
What percent of the school’s CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

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 Gabriel Solorio at (760) 934-8541.

Instructional Materials

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 22, 2011, 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.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/ Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
9th-12th	Foreign Language	Campbell	2005	Yes	0.0%
9th-12th	Foreign Language	Scholastic, Inc.	2005	Yes	0.0%
9th-12th	Health	Prentice Hall	2008	Yes	0.0%
9th-12th	History/Social Studies	Glencoe	2008	Yes	0.0%
9th-12th	History/Social Studies	Houghton Mifflin	2008	Yes	0.0%
9th-12th	History/Social Studies	Houghton Mifflin	2001	Yes	0.0%
9th-12th	History/Social Studies	Houghton Mifflin	2002	Yes	0.0%
9th-12th	History/Social Studies	McDougal Littell	2002	Yes	0.0%
9th-12th	History/Social Studies	McGraw-Hill	2001	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	1997	Yes	0.0%
9th-12th	Science	Glencoe	1995	Yes	0.0%
9th-12th	Science	Holt, Rinehart & Winston	1998	Yes	0.0%
9th-12th	Science	Holt, Rinehart & Winston	2002	Yes	0.0%

Additional Internet Access/Public Libraries

The Mono County Free Library provides free internet access to all community members, including students of the Mammoth Unified School District. There are a small number of local businesses that provide a Wi-Fi network to patrons wishing to connect to the internet using their personal equipment.



Safe School Plan

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.

School Facilities

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 multipurpose 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.

School Facility Conditions				
Date of Last Inspection: 10/03/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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.

Data Sources

Data within the SARC was provided by Mammoth Unified School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2009-10 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

District Revenue Sources

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$11,321
From Restricted Sources	\$1,157
From Unrestricted Sources	\$10,164
District	
From Unrestricted Sources	\$8,584
Percentage of Variation between School & District	18.41%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	86.32%

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2009-10		
	District	State
Beginning Teachers	\$41,402	\$37,978
Mid-Range Teachers	\$63,703	\$55,252
Highest Teachers	\$82,872	\$71,674
Elementary School Principals	\$94,787	\$87,651
Middle School Principals	\$97,099	\$92,196
High School Principals	\$101,722	\$93,352
Superintendent	\$140,000	\$116,851
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.3%	35.3%
Administrative Salaries	4.6%	6.7%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$65,773
District	\$64,878
Percentage of Variation	1.37%
School & State	
All Unified School Districts	\$57,163
Percentage of Variation	15.06%