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Grades Six through Eight
Gloria Vasquez
Principal

www.monocoe.k12.ca.us/mms/homepage.htm

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Mammoth Unified School District

Mammoth Middle School

High Expectations = High Achievement

2001-2002 Annual School Report Card

Principal's Message

The purpose of the School Accountability Report Card is to provide parents and the community with information about Mammoth Middle School's instructional programs, academic achievement, materials and facilities, quality of teaching staff, and much more. The State of California requires that we publish this Report Card each year for the previous year, so that we are held accountable in all these areas.

Although I was not principal of Mammoth Middle School last year, I can say without a doubt that our school has a tradition of academic excellence in a caring environment and I welcome this opportunity to share information about our 2001-02 programs.

The staff at MMS believes that each child is unique and deserving of a rich educational environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science, and social science. The hard working staff is both skilled and dedicated to the success of our students. We are fortunate to have many experienced and knowledgeable teachers, eager to make a difference for our students. We believe in a student-centered approach, which provides a climate in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunities to develop those talents.

Parents and community play an extremely important role in the school. Understanding the school's educational programs, student achievement, and curricular offerings can assist both school and the community in making needed improvements. We hope this Report Card gives all who read it insights into what our school is all about.

Mission Statement

Mammoth Middle School is committed to developing a sense of academic purpose and personal commitment to educational goals for all of our students. An experienced, professional, and dedicated staff strives to meet the many needs of an increasingly diverse and growing student population of middle school students.

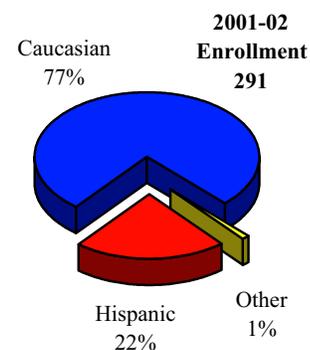
Community & School Profile

The Mammoth Middle School community is located in the town of Mammoth Lakes. Located 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 Middle School students are served by Mammoth High School for grades nine through twelve. Mammoth Middle 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 1994 to grades six through eight. 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 Middle 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 Middle 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 Middle 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. Rules are posted in each classroom. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, parent conferences, the Weekly Messenger, District leaflets, and individual Student Planners.

Mammoth Middle 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 Middle			MUSD		
	00	01	02	00	01	02
Suspensions (#)	30	22	47	63	75	96
Suspensions (%)	10.9	8.0	16.2	5.3	6.1	7.7
Expulsions (#)	0	3	2	2	10	4
Expulsions (%)	0.00	1.09	0.69	0.17	0.47	0.32

Mammoth Middle School has expelled five 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:

- Snow Skiing
- Snowboarding
- Cross-country Skiing
- Science Club
- Young and Healthy (YAH)

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

- Baseball
- Cross Country Running
- Cross Country Skiing
- Basketball
- Soccer
- Softball
- Flag Football
- Volleyball

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:

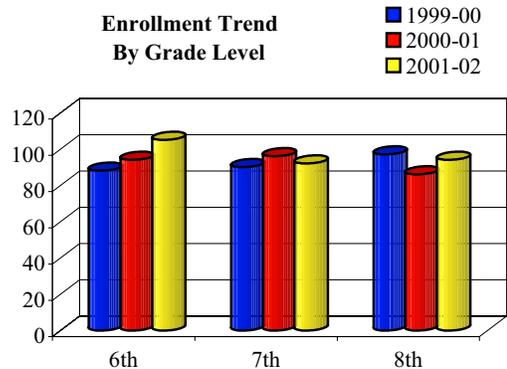
- Honor Roll
- Mountain Lion Cards
- Principal's Honor Roll
- Gold Cards
- Presidential Physical Fitness Awards
- California Reads

Homework

Mammoth Middle 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 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 and to check regularly that homework is done.

School Enrollment & Attendance

Student enrollment over the past three years at Mammoth Middle School has increased by 5.8%. Schoolwide enrollment at the beginning of the 2001-02 school year was 291 students. Mammoth Middle School is a school of choice and 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, 2.7% of the school's enrollment was comprised of inter-district transfers from other districts throughout Mono County.



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 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.

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 Middle School. During the 2001-02 school year, the actual attendance rate for all grade levels for Mammoth Middle School was 94.76%.

Class Size

Mammoth Middle School maintained a schoolwide average class size of 24.8 students and a pupil/teacher ratio of 21:1 for the 2001-02 school year. The ratio of students per teacher varies by grade level and subject area taught.

Teaching Load Distribution												
<i>Number of Classes by Size</i>												
	Avg. Class Size			Classrooms with:								
				1-22			23-32			33+		
	00	01	02	00	01	02	00	01	02	00	01	02
English	28	23	21	4	15	17	10	9	6	8	2	4
Math	28	22	23	4	5	6	3	5	1	2	2	2
Science	33	27	31	1	2	1	2	7	3	6	3	5
Social Science	26	30	26	3	1	5	6	6	2	2	3	4

Instructional Time

During the 2001-02 school year, all instructional minutes offered at Mammoth Middle School either met or exceeded state requirements. The California Education Code requires that students in grades six through eight receive a minimum of 54,000 minutes of instructional time. Mammoth Middle School offered 60,772 minutes of instructional time. Students received 46 minutes of specialized instruction daily in each core subject area by appropriately credentialed teachers. In addition, students received 28 minutes of silent sustained reading at the end of the fifth period each day.

For the 2001-02 school year, Mammoth Middle 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. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Textbooks & Instructional Materials

Mammoth Middle 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. Most textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the District's Curriculum Committee standards. Mammoth Middle 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.

Current Textbooks		
Subject	Publisher	Grade Levels
Language Arts		
2001	Glencoe Readers Choice Courses 1,2,3	6-8
Mathematics		
2000	McDougal Little Courses 1,2,Algebra	6-8
Science		
2000	Holt	6,8
Social Studies		
1990	Houghton Mifflin	6-8

The school's library is stocked with approximately 5,000 books that are available for students to check out. The school's library contains a large collection of video and audiotapes for classroom use that tie into curricular areas of study. The library is automated through the Athena tracking software program.

The school's computer lab contains 28 computers and a teacher workstation. Ten are connected to the Internet. The school's language arts classrooms provide 21 additional 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, reading skills, and keyboarding.

Each classroom is connected to the Internet and equipped with a television, VCR, and the Avr-key system. Two smart boards attached with LCD screens are available for teachers to provide multimedia-enhanced teaching lessons.

Mammoth Unified School District's website provides a variety of resources and information for parents, staff, students and community members.

	Computer Resources		
	99-00	00-01	01-02
Computers	20	20	49
Students per computer	13.8	13.8	5.9
Classrooms connected to Internet	16	16	49

Student Achievement & Testing

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

Standardized State Testing

Mammoth Middle 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 Middle School is required by the state to administer a physical fitness test to all students in seventh 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).

SAT-9 Results 2000, 2001, 2002 % At or Above National Average									
All Students Grade Year Ending	Reading								
	6			7			8		
	00	01	02	00	01	02	00	01	02
Mammoth Middle	81	74	66	64	86	73	71	76	82
California	46	47	48	46	48	48	49	50	49
Math									
Mammoth Middle	82	69	79	64	81	65	51	63	76
California	55	57	60	48	50	52	48	49	50
Language									
Mammoth Middle	84	69	67	65	86	65	75	74	85
California	52	54	56	54	56	57	51	52	52
Spelling									
Mammoth Middle	61	49	46	67	78	57	44	51	63
California	44	46	49	47	49	51	37	38	40

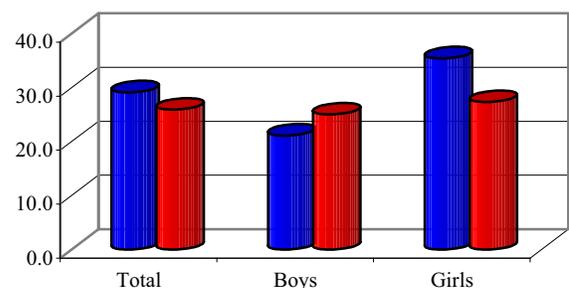
SAT-9 Subgroup Results 2001, 2002 % At or Above 50th Percentile												
Gender	Reading						Mathematics					
	6		7		8		6		7		8	
	00	01	00	01	00	01	00	01	00	01	00	01
Male	78	69	83	83	78	78	74	74	78	72	67	74
Female	70	63	93	65	72	90	64	83	86	59	58	78
Ethnicity												
Hispanic	56	24	46	42	25	42	61	33	47	29		
Caucasian	80	74	92	84	86	91	77	85	85	81	67	85
Language Fluency												
English Learners (EL)	53				33		38				40	
Non EL	78	67	93	75	85	84	75	82	84	68	68	80
Socioeconomic Status												
SED	47	32	54	56	42	40	61	62	46		40	
Non SED	82	77	92	81	82	88	78	85	84	74	66	82
Migrant Education												
Migrant	<i>Data currently unavailable</i>											

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

California Standards Results % of Students Scoring at Advanced and Proficient Levels									
All Students Subgroups	Language Arts						Math		
	6		7		8		6	7	8
	01	02	01	02	01	02	02	02	02
Mammoth Middle	46	45	73	51	45	66	36	30	
California	31	30	32	33	32	32	32	30	
Gender									
Male	47	46	64	50	45	57	40	28	
Female	44	45	90	52	45	80	33	33	
Ethnicity									
Hispanic	*	12	*	25	*	8	6	19	
Caucasian	*	52	*	63	*	74	44	37	
Language Fluency									
English Learners (EL)	12				14				
Non EL	52	45	79	52	52	67	37	32	
Migrant Education	<i>Data unavailable</i>								
Socioeconomic Status									
SED	25	16	46	31		25	15	15	
Non SED	52	54	77	60	50	71	44	39	

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

% of 7th Grade Students in Healthy Fitness Zone 2001-02



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 (II/USP) and the Governor's Performance Award (GPA) Program are the remaining two components of the PSAA. Due to specific criteria, including API and SAT-9 results, Mammoth Middle School did not qualify to participate in the II/USP; however, the school did qualify to participate in the GPA program.

API School Results						
All Students Base	Base			Growth		
	1999	2000	2001	99-00	00-01	
Percent Tested	99	97	**	Percent Tested	97	100
API Score	721	778		API Growth Score	778	793
Growth Target	4	1		Actual Growth	57	15
Statewide Rank	8	9		Eligible for Awards	Yes	Yes
Similar Schools Rank	6	7		Eligible for II/USP	No	No
Subgroups						
Hispanic or Latino						
Base API Score	558	606		API Growth Score	606	636
Growth Target	3	1		Actual Growth	48	30
Caucasian						
Base API Score	774	810		API Growth Score	810	830
Growth Target	3	*		Actual Growth	36	20
Socioeconomically Disadvantaged						
Base API Score	647			API Growth Score	653	
Growth Target	1			Actual Growth	6	
*Score is at or above the interim Statewide Performance Target of 800.						
**No 2001 API (Base) nor 2001-2002 API (Growth) can be reported because this school (or the district on behalf of the school) has certified to the California Department of Education that during the Spring 2001 STAR testing an adult irregularity in testing procedure occurred at the school affecting 5 percent or more of pupils tested. Therefore, this school does not have a valid API for 2001.						
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 Middle School provides a safe, clean environment for students, staff, and volunteers. Currently, school facilities are shared with the high school. Construction on a new school will be complete by June 2003. A custodian in the evenings and one during the day that is shared with the high school ensure 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.

Safety of students and staff is a primary concern of Mammoth Middle School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. All visitors must sign in at the school's office before entering the campus and sign out upon exiting school grounds. Staff members constantly supervise school grounds before, during and after school.

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 of, and exiting from, school
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code

The School Site Council evaluates the plan annually and updates the plan as needed. The plan is reviewed with staff members at the beginning of each 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, on a full-time basis. Counselors are devoted to helping students deal with problems and assisting them to reach positive goals. Counselors from Mono County Mental Health work with students in small group situations during weekly sessions. Crisis counseling is also provided as needed.

Counseling and Support Services Staff			
	Number of Staff	Full-Time Equivalent	Availability Days Per Week
Social Worker	1	0.6	5
Nurse	1	0.2	1
Psychologist	1	0.4	2
Speech/Language Therapist	1	0.2	1
Adaptive PE Specialist	1		As-needed

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

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

Additional student support services include:

- English Language Learners Program - provides educational opportunities to students whose primary language is other than English; it is taught by a credentialed teacher and bilingual aide.
- Young and Healthy After-School Program- provides academic support, homework assistance, and creative projects in arts and crafts for students.
- Peace by Peace Peer Mediation Program - provides students with training in peaceful peer conflict resolution

Community Resources

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

- Social Services
- Mono County Health Department
- Mono County Mental Health
- Mono County Office of Education
- Youth Advisory Council

Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-02 school year, Mammoth Middle School had 14 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

All teachers assigned outside their teaching credential area have com-

Teacher Credential Status			
	99-00	00-01	01-02
Fully Credentialed	11	13	14
Emergency Credentials	0	0	0
Without Credentials	0	0	0
Pre-Interns	0	0	0
University Interns	0	0	0
District Interns	0	0	0
Working Outside Subject	1	0	6
Total Teachers	11	13	14
Average Years Teaching	13.6	13.5	13.5
Average Years in District	11.7	10.9	10.7

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

pleted appropriate coursework or training in the subject(s) that they are assigned to teach. Approximately ten teachers at Mammoth Middle School hold multiple credentials; in some instances, teachers supplement their regular credential with a special education credential.

Mammoth Middle 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 15 employees: 60 percent with 30+ additional units beyond their bachelor's degree and 33.3 percent holding advanced graduate degrees such as a masters or doctorate degree.

Specially trained staff who provide additional instruction or services include:

- Resource Specialist (1 full-time)
- Special Day Class Teacher (1 full-time)
- Opportunity Teacher (1 full-time)
- Librarian (1 full-time, shared with Mammoth High School)
- Music Teacher (1 full-time, shared with Mammoth High School)
- Instructional Aides (5 part-time)
- English Language Learners Teacher (1 full-time, shared with Mammoth High School)

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 and 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 Middle 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 Middle 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 statewide assessment program.

For the 2001-02 school year, the school implemented several new additions and improvements to the curriculum. The school added a Glencoe Language Arts Program, a schoolwide grammar program, a mathematics by standards program, and a Low Skills Class. In addition, the Accelerated Reader and Accelerated Math programs were fully implemented during the 2001-02 school year. With the implementation of new and revised programs, the school ensures instructional staff is appropriately informed and trained.

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, the district's six minimum days are used for staff development.

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

- Asset Development
- Department Meetings
- Discipline & Attendance Policies
- Drug Recognition Workshop
- Special Education Guidelines & Procedures
- Literacy
- Master Schedule
- Standardized Testing

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 Middle 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.

For the 2002-03 school year, staff at Mammoth Middle School will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

Specialized Instruction

Mammoth Middle 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 Middle School recognizes that students with special gifts and talents need more challenging curriculum and instruction. Consequently, the school is currently working to implement a Gifted and

Talented Education (GATE) program, which will provide education services to students who are identified as exceptionally able or talented.

Mammoth Middle School offers assistance and specialized instruction to students with special needs. Students who are falling below grade level, or perform below standards on assessments, participate in an Opportunity Class and an Afterschool Remediation Program. Students involved in these programs participate in a wide variety of special instructional techniques designed to bring the student up to grade level standards. The school's Homework Club and Young and Healthy Program are additional options for students requiring assistance.

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 Mono County SELPA Director and principal supervise the special education staff.

School Leadership

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

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

The School Site Council, composed of parents, staff, and students has the primary task to ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and ensuring that students have access to and success in that program. The current task of the School Site Council is to assist the staff in revising the School Improvement Plan for the middle school and assisting in the facilities planning for the construction of the new middle school.

Mammoth Middle School also has the Bilingual Advisory Committee to help those students with special language oriented needs. The committee's main focus is to implement an effective bilingual program that will produce results. Staff members and parents come together to make this committee work for the improvement of the curriculum.

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.

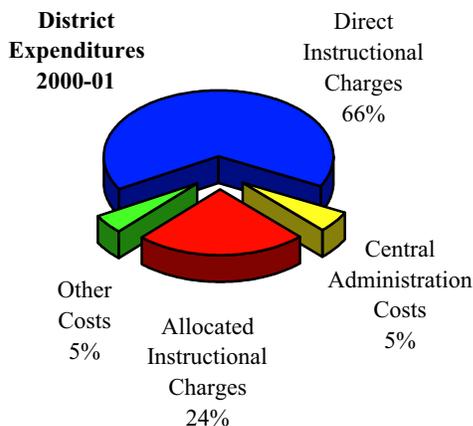
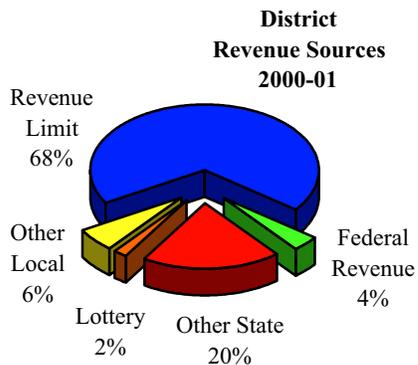
**Current Expense of Education Per Student*
2000-01**

Mammoth USD	Statewide Average	
	All Unified Districts	All Districts
\$6,562	\$6,414	\$6,360

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

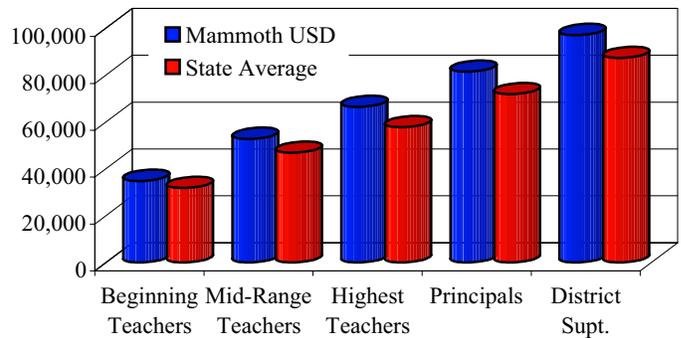


Direct Instructional Charges include teachers' salaries, aides' salaries, employee benefits, textbooks and travel expenses. Allocated Instructional Charges include salaries and benefits for certificated and classified employees in instructional administration, instructional media, transportation services, data processing services, and plant maintenance and operations. Central Administration Costs include salaries for certificated and classified employees in general administration, central administration data processing costs and other general administrative costs. Other Costs include facilities acquisition and construction and all other outgo.

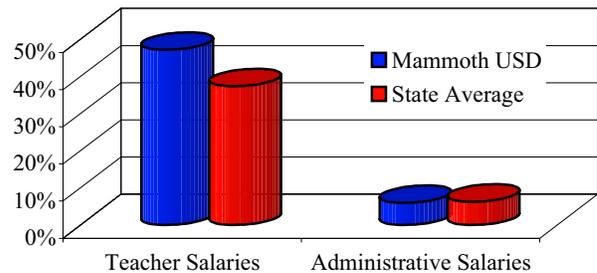
Salary & Budget Comparison

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 Middle School. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Amerigas
- Mammoth Pacific
- Mammoth Middle School Organization (MMSO)
- Mammoth Sunrise Rotary Club
- Verizon
- Vons

Contact Information

Parents who wish to participate in Mammoth Middle School's leadership teams, school committees, school activities, or become volunteers may contact Principal Gloria Vasquez at (760) 934-7072.