

Mammoth Middle School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Mammoth Middle School
Street	PO BOX 2429
City, State, Zip	Mammoth Lakes, CA 93546-2429
Phone Number	760.934.7072
Principal	Annie Rinaldi
E-mail Address	arinaldi@mammothusd.org
Web Site	www.mammothusd.org
CDS Code	26736920000000

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

School Description and Mission Statement (Most Recent Year)

About the SARC

The purpose of the School Accountability Report Card is to provide parents, community members, staff, and visitors with information about Mammoth Middle School's instructional programs, academic achievement, materials used for this achievement, the facilities which our students have to work with, the quality of the teaching faculty, 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.

Mission Statement

The mission of Mammoth Middle School is to inspire, educate, and empower our community's future leaders by providing a healthy, safe, and respectful environment which fosters the students' academic, social, and emotional growth. Our school has a tradition of academic excellence produced in a caring and safe environment.

Principal's Message

At Mammoth Middle School, we are committed to supporting your children in their intellectual and social development during their early adolescent years. The content of our classes focuses on the Common Core State Standards and provides opportunities for individual, small groups, and whole group instruction, as well as academic intervention. The culture of our school reflects a commitment to working together with parents, students, and our community to ensure all of our students meet their full academic and personal potential. In addition to a rigorous academic program, our school makes available for students a wide array of school-sponsored clubs, sports and activities. We offer a structured learning environment that encourages safe and respectful interactions among students and between students and adults. Taking advantage of these opportunities can help your children develop confidence, independence, and interdependence within a community. At Mammoth Middle School, we strive to make our motto, "show your Mt. Lion P.R.I.D.E." come to life every day (Positive, Respectful, Integrity, Disciplined and Dependable, Excellence). Parents and the 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 really all about.

District and School Profiles

Mammoth Unified School District, located in Mono County and nestled in the Eastern Sierra mountains, 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.

The school opened its new facility in 2003 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 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. In the 2014-15 school year, the school is serving 303 students.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 6	92
Grade 7	114
Grade 8	81
Total Enrollment	287

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.7
Asian	0.3
Filipino	0.3
Hispanic or Latino	56.1
Native Hawaiian or Pacific Islander	0.3
White	41.8
Two or More Races	0.0
Socioeconomically Disadvantaged	63.1
English Learners	14.6
Students with Disabilities	12.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	17	16	17	16.2
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: September 25, 2014

Mammoth Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school’s instructional program. Mammoth Unified School District held a public hearing on September 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 January 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Glencoe Adotped 2001	Yes	0.0%
Mathematics	Big Ideas Adopted 2014	Yes	0.0%
Science	Holt, Rinehart & Winston Adopted 2000	Yes	0.0%
History-Social Science	Houghton Mifflin Adopted 1990	Yes	0.0%
Foreign Language	Middlebury Interactive: 2014	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 2003, Mammoth Middle School is situated on nine acres. The school buildings span 41,800 square feet, consisting of classrooms, a library, a multipurpose room, administrative offices, restrooms, and storage rooms. The facility strongly supports teaching and learning through its ample classroom and playground space.

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.

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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/21/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	71	66	63	70	62	65	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	65
All Student at the School	63
Male	71
Female	50
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	43
Native Hawaiian or Pacific Islander	
White	90
Two or More Races	
Socioeconomically Disadvantaged	44
English Learners	
Students with Disabilities	25
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	54	57	56	52	55	52	54	56	55
Mathematics	53	57	55	52	53	49	49	50	50
History-Social Science	44	65	51	36	49	46	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	6	6	6
Similar Schools	8	7	4

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

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	4	14	-25
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	35	21	-38
Native Hawaiian/Pacific Islander			
White	-16	-3	18
Two or More Races			
Socioeconomically Disadvantaged	6	17	-34
English Learners	13	12	-10
Students with Disabilities			

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.3	25.0	39.3

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (Most Recent Year)

Mammoth Middle School benefits from extensive support from parents and community members. Mammoth Middle School is proud of its many opportunities for parents to volunteer their time. These opportunities include classroom and project volunteers, field trip chaperones, fundraising, English Learner Advisory Committee (ELAC), Mammoth Middle School Parent Organization (MMSO), and School Site Council (SSC) membership. Mammoth Middle School also benefits from partnerships with the following community organizations:

- Amerigas
- Angel's Restaurant
- Giovanni's Pizza
- Mammoth Hospital
- Mammoth Lakes Police Department
- Mammoth Lion's Club
- Mammoth Middle School Organization (MMSO)
- Mammoth Noon Rotary Club
- Mammoth Schools NOW Foundation
- Mammoth Sunrise Rotary Club
- Mono Council for the Arts
- Roberto's Restaurant
- Vons Mammoth Lakes
- Z Pizza

Contact Information

Parents who wish to participate in Mammoth Middle School's leadership teams, school committees, or become a volunteer may contact the school office at (760) 934-7072. The district's Web site (www.mammothusd.org) provides a variety of resources for parents, students and community members. Mammoth Middle School Organization (MMSO) meets the last Wednesday of each month at 8:00 am in the library. The MMSO raises funds for many school activities, including the annual Eighth Grade Field Trip to Los Angeles. The president of MMSO is Connie Moyer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	.05	.07	.04				5.7	5.1	4.4
Expulsions	0.0	0	1	0.0	0	1	0.1	0.1	0.1

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

School Safety Plan (Most Recent Year)

Safety of students is a priority of the school staff. Students are supervised throughout the day by teachers, administration, campus security, custodians, and para professionals. Visitors to the school must check in at the office and wear a visitor's badge while on campus. Mammoth Middle School's Site Safety Plan is revised each fall by the School Site Council, which consists of administrators, staff members, and parents. Key elements of the Safety Plan include student safety, school climate, and emergency preparedness.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted on a regular basis throughout the school year, including quarterly fire evacuations and annual intruder and disaster drills. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available. The safety plan was last reviewed with staff in September 2014. An updated copy of the plan will be available to the public at the school and district offices.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	48.9	0	2	5	18	9	2		16	15	4	
Mathematics	17.2	9	1	0	16	12			16	10	4	
Science	27.6	5	3	3	21	4	4		17	8	5	
Social Science	24.4	2	3	2	19	6	2		22	4	5	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.5	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	.3	---
Social Worker	0	---
Nurse	.25	---
Speech/Language/Hearing Specialist	.3	---
Resource Specialist	1	---
Other	0	---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,660	\$1,163	\$6,497	\$60,530
District	---	---	\$8,584	
Percent Difference: School Site and District	---	---	-24.31%	-6.71%
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	19.10%	5.89%

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

Types of Services Funded (Fiscal Year 2013-14)

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

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

Teacher and Administrative Salaries (Fiscal Year 2012-13)

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

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

Professional Development

The district provides time and resources for collaboration, planning, and professional development for all staff. Teachers at Mammoth Middle School receive training directly related to curriculum and instruction by attending workshops and conferences which are approved by the Common Core State Standards Committee, comprised of teachers, administration, and district. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. Based on student achievement data, the focus of the majority of Mammoth Middle School's recent professional development has been on literacy, Common Core State Standards (CCSS) instruction, curriculum planning, and alignment of resources to CCSS.