

# Mammoth Elementary 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	
<b>School Name</b>	Mammoth Elementary School
<b>Street</b>	1500 Meridan Blvd./PO Box 3209
<b>City, State, Zip</b>	Mammoth Lakes, CA 93546-3209
<b>Phone Number</b>	760.934.7545
<b>Principal</b>	Rosanne A Lampariello
<b>E-mail Address</b>	<a href="mailto:rlampariello@mammothusd.org">rlampariello@mammothusd.org</a>
<b>Web Site</b>	<a href="http://www.mammothusd.org">www.mammothusd.org</a>
<b>CDS Code</b>	26736926025969

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

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

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### Principal's Message

In accordance with Proposition 98, every school in California is required to issue an annual "Accountability Report Card." We are proud of Mammoth Elementary School and welcome this opportunity to tell you more about us.

At Mammoth Elementary School, we believe each child is unique and deserving of a rich education in all subjects. The hard-working staff is both skilled and dedicated to the success of our students, and we are fortunate to have a staff of experienced and knowledgeable teachers eager to make a difference for our students. Every one of our staff members shows genuine concern about every student, and strives to provide the best possible educational experience for all. Our children receive rigorous, standards-based instruction, and teachers meet frequently to analyze student assessment data and to discuss student achievement and the instructional program.

Mammoth Elementary School prides itself on involving our parents and community members in every aspect of our school. We welcome parents and community members on our campus for many different reasons, including educational assemblies, student musical performances, classroom and grade-level activities, monthly PTO Meetings, and other special events. We believe that parents, community members, and staff must work together for the education of all students. We are very proud of our fine tradition at Mammoth Elementary School.

### Mission Statement

It is the mission of Mammoth Elementary School to work together with parents and community to educate and motivate all students to achieve their individual academic, physical, emotional, and social potential in a caring, safe environment.

### School Profile

Mammoth Elementary School, located in Mono County, educates approximately 600 students in Transitional Kindergarten through grade five on a traditional calendar system. The school opened its doors in 1986. 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 Elementary School is committed to providing a strong instructional program for all students to ensure that every child receives a rigorous foundation of college and career preparation.

Rosanne A. Lampariello  
Principal

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

Grade Level	Number of Students
Kindergarten	104
Grade 1	96
Grade 2	113
Grade 3	94
Grade 4	84
Grade 5	91
Total Enrollment	582

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

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.9
Filipino	0.3
Hispanic or Latino	63.4
Native Hawaiian or Pacific Islander	0.7
White	33.5
Two or More Races	1.2
Socioeconomically Disadvantaged	63.1
English Learners	50.5
Students with Disabilities	4.6

## 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	30	29.2	29.2	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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
<b>This School</b>	100.00	0.00
<b>All Schools in District</b>	100.00	0.00
<b>High-Poverty Schools in District</b>	100.00	0.00
<b>Low-Poverty Schools in District</b>	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 27, 2012, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Visual and Performing Arts, Health, and Foreign Language for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks. Mammoth Unified School District follows the state board of education’s six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state’s adoption.

The textbook adoption process begins with the district Curriculum Committee consisting of administrators and teachers. The Committee identifies key elements to consider in the adoption decision-making process, establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the governing board for final adoption. The committee examines each program and selects programs to be piloted. Recommended programs are available at the school sites for teacher and parent preview. The feedback provided by teachers and parents becomes the basis for the recommendations to the board for final adoption. The table displays information collected in December 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Treasures Adopted 2012	Yes	0.0%
<b>Mathematics</b>	Go Math Adopted 2014	Yes	0.0%
<b>Science</b>	Scott Foresman California Science Adopted 2009	Yes	0.0%
<b>History-Social Science</b>	Scott Foresman Adopted 2007	Yes	0.0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Built in 1985, Mammoth Elementary School is situated on 18 acres. The school buildings span 54,600 square feet, consisting of classrooms, a multipurpose room, a library, restrooms, administrative offices, and storage rooms. The facility strongly supports teaching and learning through its ample classroom and playground space. The chart displays the results of the most recent facilities inspection.

**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: 12/18/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

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

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	63	56	65	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	65
Male	75
Female	57
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	49
Native Hawaiian or Pacific Islander	
White	93
Two or More Races	
Socioeconomically Disadvantaged	51
English Learners	33
Students with Disabilities	
Students Receiving Migrant Education Services	

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	53	58	49	52	55	52	54	56	55
Mathematics	64	66	62	52	53	49	49	50	50
History-Social Science				36	49	46	48	49	49

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

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

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

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

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	32	16	-18
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	33	11	-12
Native Hawaiian/Pacific Islander			
White	20	18	-20
Two or More Races			
Socioeconomically Disadvantaged	32	16	-31
English Learners	27	17	-24
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
5	15.5	20.2	29.8

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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (Most Recent Year)

Parents and the community are very supportive of the educational program at Mammoth Elementary School. Numerous programs and activities are enriched by the generous contributions made by: the Parent Teacher Organization (PTO), Mono Council for the Arts, Mono County Office of Education, our local Rotary Clubs, and private donations from local residents and businesses.

The school's PTO meets once per month, and is responsible for the following:

- Recruitment of room parents
- After-School Enrichment Programs
- Family Activity Nights
- The annual Husky Pup Fun Run fundraiser
- Instructional materials for teachers
- Library materials
- Scholarships for Mammoth Elementary School students graduating from Mammoth High School
- School assemblies
- Staff appreciation activities
- Special student activities
- Student awards
- Technology for use by students: iPads, computers, and apps
- A variety of fundraisers throughout the school year

Parents are encouraged to become classroom volunteers, which are needed for a number of different clerical and instructional support functions for grades TK-5, and can also volunteer for the Meet the Masters classroom art program, which is run through the Mono Council for the Arts.

### 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
<b>Suspensions</b>	1.0	0.6	.34	5.0	3.3	2.0	5.7	5.1	4.4
<b>Expulsions</b>	0.0	0.0	0	0.0	0.0	0.0	0.1	0.1	0.1

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

#### School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of Mammoth Elementary 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. Emergency drills are conducted on a regular basis. All visitors must sign in at the front office, wear a visitor's badge while on campus, and sign out upon leaving. During lunch, recesses, and before and after school, assigned staff members and paraprofessionals 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 Elementary School reviews the plan each year and updates it as needed. The plan was last updated and reviewed with school staff in May, 2014. An updated copy of the plan is available to the public at the school and district offices, as well on the MUSD website.

## 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	In PI
First Year of Program Improvement	2003-2004	2007-2008
Year in Program Improvement*	Year 5	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 (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.8	1	4	0	20	1	4		17	3	3	
1	20.8	4	1	0	18	2	4		24		4	
2	19.4	4	1	0	23	1	3		23	1	3	1
3	22.5	3	1	0	19	2	3		24		4	
4	23.8	1	3	0	18	1	4		21	1	3	
5	22	2	3	0	18	1	4		18	2	3	
Other	0	1	0	0								

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

**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)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	.3	---
Social Worker	0	---
Nurse	.04	---
Speech/Language/Hearing Specialist	.3	---
Resource Specialist	1	---
Other	1	---

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	\$6,463	\$2,529	\$3,934	\$66,441
District	---	---	\$8,584	
Percent Difference: School Site and District	---	---	-54.2	2.40%
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	-29.0	13.4

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
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Maintenance and Operations
- Peer Assistance and Review Program
- Special Education
- Title I Program

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

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

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

**Professional Development**

All training and curriculum development at Mammoth Elementary 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, and are using state-adopted textbooks to deliver instruction. The shift to instruction based on the Common Core State Standards (CCSS) occurred in the 2014-15 school year.

Staff members build teaching skills and concepts through participation in professional development activities at the school site, district sponsored in-services, and training relevant to the instructional materials being used. The district provides one buy-back professional development day annually where teachers have the opportunity for professional articulation with other teachers at the district level, as well as the school level. For the 2014-15 school year, Mammoth Unified School District has contracted with WestEd for professional development on instructional strategies aligned with the CCSS and designed to promote the academic success of all students. Fourteen Early Release Tuesdays offer teachers 75-minute professional development sessions, which are planned by the Leadership Team.

Student assessment data from a variety of sources- benchmark assessments, publisher tests, as well as ongoing reading assessments- is stored online on the EADMS system to enable teachers to access this data and make instructional decisions based on the information.