Contents

Mammoth Unified School District

Mammoth Elementary School
"Quality Education"

2002-2003 School Accountability Report Card

Principal's Message

Welcome to Mammoth Elementary School. The Annual School Report Card is one of the communication tools we use to communicate to parents, community, and the general public. It contains important information about our school. We are proud of the academic, social, and emotional accomplishments of our students. Our staff is dedicated to facilitating the growth of all our students in all three of these areas.

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.

Community & School Profile

Mammoth Unified School District, located in Mono County, educates 1,240 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.

The school opened its doors in 1986 to grades kindergarten through five. 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 dedicated to ensuring the academic success of every student, and providing the most comprehensive educational experience. Mammoth Elementary 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.

% of Enrollment by Ethnic Group

Caucasian 56.5%
Hispanic 40.6%
Other 2.9%
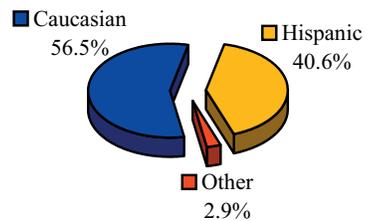
"Other" includes African American, American Indian, Asian, Filipino, and Pacific Islander students.

Discipline & Climate for Learning

Students at Mammoth Elementary 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 Elementary 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. Consequences may include student/teacher conference, parent/teacher conference, referral, loss of recess privileges, time out, student/principal conference, student/parent/principal conference, suspension, or expulsion. Rules are posted in English and Spanish in each classroom. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, parent conferences, the Monthly Messenger, and individual parent handbooks.

Mammoth Elementary 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

Suspensions and Expulsions						
	Mammoth Elementary			MUSD		
	01	02	03	01	02	03
Suspensions (#)	14	10	8	75	96	127
Suspensions (%)	2.47	1.75	1.44	6.13	7.67	10.24
Expulsions (#)	0	2	0	10	4	4
Expulsions (%)	0.00	0.35	0.00	0.82	0.32	0.32

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.

Mammoth Elementary School has expelled two students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

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:

• Drawing
• Painting
• Sculpture
• Latin Dance
• Reader's Theater
• Student Council
• School Newspaper
• Homework Club
• Husky Club Child Care Program
• After School Enrichment Classes
• Healthy Start Families Program

The school's athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored ski teams.

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:

• Field Day
• DARE Program Awards
• Fifth Grade Graduation
• Fifth Grade Graduation Play Day
• Attendance Awards
• Presidential Physical Fitness Award

Mammoth Elementary School has a representative on the district's Multicultural Committee. This committee develops programs for students that educate and celebrate diversity. Classroom teachers infuse multicultural awareness and tolerance throughout their curriculum. School assemblies target multicultural awareness and the English Learners Advisory Committee sponsors activities for parents, staff, students, and community such as Cinco de Mayo celebrations.

Homework

Homework Expectations	
Grade	**Average Minutes Per Day**
K	5-10
1st	15-30
2nd	20-30
3rd	30-45
4th	45-60
5th	45-60

Mammoth Elementary 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. Homework is an extension of classroom activities which should be monitored at home. 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 be responsible for reviewing homework assignments with their child.

School Enrollment & Attendance

Student enrollment over the past three years at Mammoth Elementary School has decreased by 2.16 percent. Schoolwide enrollment at the beginning of the 2002-03 school year was 554 students. Mammoth Elementary School accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size.

Enrollment Trend By Grade Level
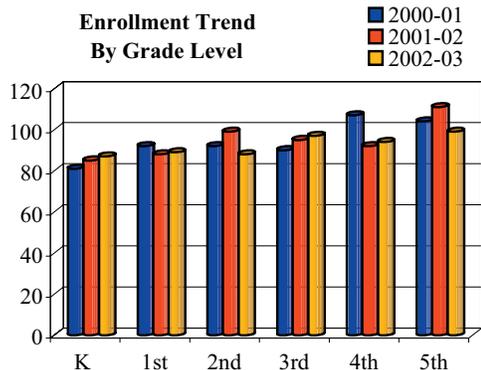
School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Mammoth Elementary School. Attendance, tardiness, 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 monitors student attendance very closely and reports excessive unexcused absences to designated authorities such as the School Attendance Review Board. Parents are notified of absences through phone calls, letters, parent conferences, and home visits.

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 work collaboratively to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

The following chart shows Mammoth Elementary School's actual attendance rates by grade level for the 2002-03 school year.

Actual Attendance Rates by Grade Level
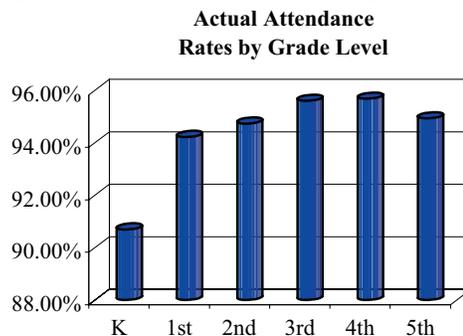
Class Size

Mammoth Elementary School maintained a schoolwide average class size of 24 students and a pupil-to-teacher ratio of 21:1 for the 2002-03 school year. The pupil-to-teacher ratio varies by grade level.

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Mammoth Elementary School implemented CSR (option 1) for grades 1-3 in 1996. In 1999, CSR (option 2) was implemented in kindergarten; at the beginning of the 2002-03 school year, all first through third grade classrooms and three of the four kindergarten classrooms participated in this program.

Class Size Distribution												
Number of Classrooms by Size												
	Avg. Class Size			1-20 Students			21-32 Students			33+ Students		
	01	02	03	01	02	03	01	02	03	01	02	03
K	27	21	22	0	3	3	4	1	1	0	0	0
1st	21	20	20	3	4	2	2	0	2	0	0	0
2nd	20	20	21	4	5	4	0	0	1	0	0	0
3rd	18	19	20	5	5	6	0	0	0	0	0	0
4th	27	31	31	0	0	0	4	3	3	0	0	0
5th	27	30	33	0	0	0	4	4	0	0	1	3

Instructional Time

During the 2002-03 school year, all instructional minutes and days offered at Mammoth Elementary School either met or exceeded state requirements. All students in grades kindergarten through five receive instruction in music, computers, library skills, physical education, and art in addition to the core subjects. Mammoth Elementary School provides instruction for grades kindergarten through five in a self-contained classroom environment, where students receive all instruction from a homeroom teacher. Students receive 60 minutes of instruction a day in the mathematics subject area, 30 minutes a day in science, and 90-120 minutes a day in language arts. For the 2002-03 school year, Mammoth Elementary School offered 180 days of instruction comprised of 169 regular days, 8 minimum days used for staff development, and 3 minimum days used for parent conferences.

Instructional Minutes By Grade Level
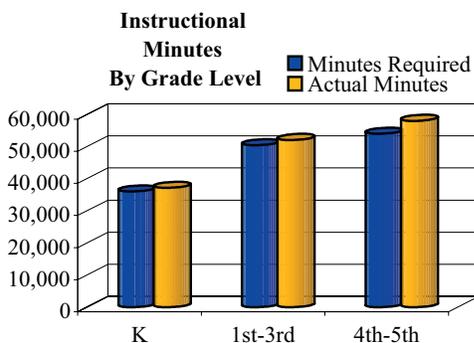
Textbooks & Instructional Materials

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. Each student is provided his/her own individual textbook for all core classes. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks. Instructional materials for grades 9-12 have been approved by the board of education. 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.

Textbooks		
Subject/ Adoption Year	Publisher	Grade Levels
Language Arts		
2001-02	Houghton Mifflin	K-5th
2002-03	Hampton Brown	K-5th
Math		
2000-01	Scott Foresman	K-5th
Social Science		
1997-98	Houghton Mifflin	K-5th

The school's library, staffed by a full-time library technician, is stocked with approximately 5,000 books that are available for students to check out. The library contains a large collection of video and audio tapes, magazines, and Spanish materials for classroom use that tie into curricular areas of study. Students visit the library on a weekly basis with their class.

Each classroom contains three computers for student use. In addition, the school's computer lab contains approximately 18 computers. All computer resources within the classrooms and lab are connected to the Internet so students are able to access resources and information online. Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, mathematical proficiency, and keyboarding skills.

Additional technological resources at Mammoth Elementary School include VCRs, TVs, video cameras, digital cameras, an LCD projector, and a video library.

Computer Resources			
	00-01	01-02	02-03
Computers	105	105	86
Students per computer	5.4	5.4	6.4
Classrooms connected to Internet	29	29	32

School Leadership

Leadership at Mammoth Elementary School is a responsibility shared between district administration, school administration, instructional staff, students, and parents. All members of the school community are committed to a shared schoolwide vision, which creates a strong foundation toward academic success for all students. The principal oversees the day-to-day operations of the school. Coordinating with the principal is the School Site Council, which meets regularly to focus on schoolwide curricular and administrative issues. Other leadership groups on campus include:

• English Learners Advisory Committee (ELAC)
• Parent Teacher Organization
• District Shared Leadership Team

The district Shared Leadership Team consists of parents and staff who are dedicated to improving the educational program in the district. Mammoth Elementary School teachers represent its staff on a variety of districtwide committees, including groups that focus on the following:

• Curriculum
• Facilities
• Mathematics
• Athletics
• Shared Leadership

• Multicultural
• Language Arts
• Science
• Social Studies
• English Learners

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the evaluation of the quality instructional program at Mammoth Elementary 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.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on their state's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This refers to steadily increasing the percentage of students who achieve state standards of academic proficiency from year to year. AYP requires an annual evaluation and reporting of the academic progress of all students, including children in numerically significant subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, and migrant students.

AYP in California

In California, results of how students perform on state testing help determine whether a school or district demonstrates Adequate Yearly Progress (AYP). Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of a 100 percent at-or-above proficiency rate by the year 2014 as required by NCLB. Beginning with spring 2003 test results, elementary and middle schools must achieve a 13.6 percent at-or-above proficiency rate in English Language Arts and 16.0 percent for Mathematics on the California Standards Test (CST). Additional AMOs contributing to whether or not a school or district demonstrates AYP include: a 95 percent or above participation rate on the CST (grades 2-8) and California High School Exit Exam (grade 10); an increase in graduation rates of 0.1 percent each year; and an API of 560 or one point of API growth each year. For the 2002-03 school year, Mammoth Elementary School did not meet all the Adequate Yearly Progress criteria.

Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement. Program Improvement schools are required to inform parents of their rights, attain specific levels of student achievement, and offer supplemental services. Mammoth Elementary School has qualified to receive targeted assistance Title I funds for the past three years but has not been identified a Title I Program Improvement school. More information about Title I and NCLB requirements can be found on the state Department of Education's website ***www.cde.ca.gov/iasa/titleone/*** and the U.S. Department of Education's website ***www.nclb.gov.***

Standardized State Assessments

Mammoth Unified School District participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual student mastery of skills required by the California Content Standards. Prior to 2003, the STAR included the SAT-9 norm-referenced test, which has been replaced by CAT/6. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit: ***http://star.cde.ca.gov/.***

Adequate Yearly Progress 2003 Participation (Part.) & % Proficient or Above (P/A)								
California Standards Test (CST)								
	Academic Performance Index (API) Met Target (Y/N)		English/ Language Arts Met Target (Y/N)				Mathematics Met Target (Y/N)	
	Met Target (Y/N)		Part.		P/A		Part.	P/A
Target	560 or 1 point growth		95%		13.6%		95%	16.0%
	Met	Score	Met	%	Met	%	Met %	Met %
All Students	Yes	705	Y	100%	Y	40%	Y 99%	Y 46%
Subgroups:								
Hispanic or Latino			Y	100%	N	8%	Y 100%	N 15%
Caucasian			Y	100%	Y	60%	Y 99%	Y 64%
SED			Y	100%	N	11%	Y 100%	Y 18%
English Learners			Y	100%	N	5%	Y 100%	N 13%

*SED - Socioeconomically Disadvantaged*

Data not applicable to subgroups

Federal Programs			
	01	02	03
Recognition for Achievement (Title I)	No	No	No
Identified for Program Improvement	No	No	No
Exited Tiltle I Program Improvement	N/A	N/A	N/A
Number of Years in Program Improvement	-	-	-

SAT-9 Norm Referenced Test 2001 & 2002 % At or Above 50th Percentile																
	Reading								Math							
	2		3		4		5		2		3		4		5	
All Students	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02
Mammoth Elementary	65	44	48	56	61	63	61	56	67	54	49	59	60	57	66	59
MUSD	65	44	48	56	61	63	61	56	67	54	49	59	60	57	66	59
California	51	53	46	47	47	49	45	46	58	62	59	62	54	58	54	57
Gender																
Male	76	46	44	54	61	59	72	54	70	63	39	53	63	60	67	60
Female	58	42	49	59	61	64	52	57	65	47	55	64	58	56	65	58
Language Fluency																
English Learners (EL)		0	17	8	17	9	12	7	45	19	26	27	30	21	29	13
Non EL	66	62	62	66	80	82	71	75	74	72	62	66	73	70	73	77
Socioeconomic Status																
SED	46	22	28	29	31	33	25	27	48	34	37	33	44	36	32	29
Non SED	70	64	62	74	77	81	75	78	75	73	59	75	70	70	80	82
Ethnicity																
Caucasian	66	67	59	77	82	84	72	82	73	73	59	73	73	74	73	83
Hispanic		9	19	12	21	26	17	17	45	27	28	29	33	33	39	24

SED - Socioeconomically Disadvantaged

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

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the state board of education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Proficient or Advanced level.

All school districts in the state of California are required to report their CST results in comparison to the state average. In this report card, the percentage of Mammoth Elementary School students achieving Proficient and Advanced levels is reported. Data are broken out by gender, language fluency, socioeconomic status, ethnicity, and participation in migrant education. District level and statewide disaggregated scores may be found in the ***Mammoth Unified School District NCLB Report Card***.
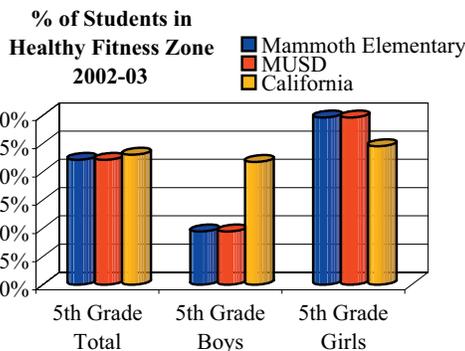
Physical Fitness

In the spring of each year, Mammoth Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. 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).

Academic Performance Index (API)

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 STAR results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures.

The interim statewide API performance target is 800. A school's Base API score summarizes a school's performance on STAR testing for that year. A Growth Target is established annually by taking five percent of the difference between the Base score and the interim statewide target. A school's Growth score is calculated in the same manner as the Base score, but uses the following year's STAR testing results. The comparison between Base and Growth scores summarizes a school's progress over time.

% of Students in Healthy Fitness Zone 2002-03

Legend: Mammoth Elementary / MUSD / California

CAT/6 Norm Referenced Test 2003 % At or Above 50th Percentile								
	Reading				Mathematics			
All Students	2	3	4	5	2	3	4	5
Mammoth Elementary	50	33	45	47	63	35	44	51
MUSD	50	33	45	47	63	35	44	51
California	46	34	35	41	57	52	48	49
Gender								
Male	46	34	35	36	76	43	49	50
Female	54	33	53	53	51	29	40	52
Language Fluency								
English Learners (EL)	22	0	11	6	35	6	17	15
Non EL	62	53	53	68	75	53	51	70
Socioeconomic Status								
SED	24	6	16	23	32	13	16	26
Non SED	63	66	61	66	78	61	58	72
Ethnicity								
Caucasian	63	54	62	69	78	54	59	71
Hispanic	21	7	13	18	33	11	17	23

SED - Socioeconomically Disadvantaged

California Standards Test (CST) 2001, 2002, 2003 Combined % of Students Scoring at Proficient & Advanced Levels																				
	Language Arts												Mathematics							
	2			3			4			5			2		3		4		5	
All Students	01	02	03	01	02	03	01	02	03	01	02	03	02	03	02	03	02	03	02	03
Mammoth Elementary	41	28	36	28	38	30	46	40	51	41	45	41	37	64	32	35	32	36	48	47
MUSD	41	28	36	28	38	30	46	40	51	41	45	41	37	64	32	35	32	36	48	47
California	32	32	36	30	34	33	33	36	39	28	31	36	43	53	38	46	37	45	29	35
Gender																				
Male	36	27	27	31	31	36	46	30	45	53	41	39	39	73	30	45	35	38	51	42
Female	43	29	44	27	45	25	45	46	55	32	47	42	35	56	32	25	32	35	44	52
Language Fluency																				
English Learners (EL)		0	9	10	8	0	8	6	11	6	4	3	6	26	7	6	10	6	4	15
Non EL	44	39	47	36	45	48	62	51	60	48	60	60	51	81	37	52	41	43	63	65
Socioeconomic Status																				
SED	36	8	4	9	16	8	21	19	19	8	17	12	17	32	12	13	15	9	16	21
Non SED	41	45	51	38	53	57	61	53	67	54	65	64	56	80	43	59	45	50	71	70
Ethnicity																				
Caucasian		40	49		54	50		52	70		67	65	55	86	45	56	43	48	72	67
Hispanic		6	4		8	5		19	13		13	8	8	25	7	7	13	13	13	20

SED - Socioeconomically Disadvantaged

2001 testing data is unavailable from the California Department of Education.

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

California Awards and Intervention Programs			
	01	02	03
Eligible for Governor's Performance Award	No	No	No
Eligible for II/USP	No	*	*
Applied for II/USP $	No	*	*
Received II/USP $	No	*	*

*II/USP was not funded in 2002 or 2003.

API School Results							
All Students							
	Base				**Growth**		
	2000	**2001**	**2002**		**00-01**	**01-02**	**02-03**
Percent Tested	98	100	N/A	Percent Tested	100	97	99
API Score	683	716	676	API Growth Score	712	683	705
Growth Target	6	4	6	Actual Growth	29	-33	29
Statewide Rank	6	6	5				
Similar Schools Rank	3	3	1				
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	551	590	541	API Growth Score	579	546	544
Growth Target	5	3	5	Actual Growth	28	-44	3
Caucasian							
Base API Score	770	779	780	API Growth Score	776	792	812
Growth Target	5	3	5	Actual Growth	6	13	32
Hispanic							
Base API Score	478	545	504	API Growth Score	537	502	531
Growth Target	5	3	5	Actual Growth	59	-43	27

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 Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities, built in 1985, occupy eight acres of land and are all up to date and provide adequate space for students and staff. A team of three full-time and three part-time custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. Mammoth Unified School District administers a scheduled maintenance program to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning. During the 2002-03 school year, no major remodeling or modernization efforts took place at Mammoth Elementary School.

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. Fire and earthquake drills are conducted on a regular basis. Monitoring of school grounds before, during, and after school is performed by assigned staff members and paraprofessionals. All visitors must sign in at the front office, wear a visitor's badge while on campus, and sign out upon leaving.

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 reviewed with school staff at the beginning of the school year. An updated copy of the plan is available to the public at the school and district offices.

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 in 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.

Counseling & Support Services Staff			
	Number of Staff	**Days Available Per Week**	**Full Time Equivalent**
Counselor	1	3	0.5
Psychologist	1	as-needed	-
Nurse	1	1	0.2
Speech/Language/ Hearing Specialist	1	5	1.0
Speech/Language Aide	1	5	1.0
Adaptive PE Specialist	1	as-needed	-

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

• Health Services
• Occupational and Physical Therapy
• Psychological Services
• Speech Therapy
• Services for the Visually Impaired

Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development. The following is a list of those resources:

• IMMCA Community Connection for Children
• IMMCA Headstart Program
• Mono County Health Department
• Mono County Mental Health
• Social Services

Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. Twenty five teachers in the district have multiple credentials. For the 2002-03 school year, Mammoth Elementary School had 29 fully credentialed teachers who met all credential requirements in accordance with state of California guidelines.

Teacher Credential Status			
	01	**02**	**03**
Fully Credentialed	29	28	29
Working Outside Subject	0	0	0
Emergency Credentials	0	0	0
Interns	0	0	0
Waivers	0	0	0
Total Teachers	**29**	**28**	**29**
Average Years Teaching	13.3	13.5	14.1
Average Years in District	9.7	10.1	10.7

Mammoth Elementary 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 2002-03 school year, certificated staff consisted of 30 employees: 76.7 percent with 30+ additional units beyond their bachelor's degree and 23.3 percent holding advanced graduate degrees such as a master's or doctorate degree.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the

principal who has 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 after an evaluation to discuss the quality of instruction and to provide suggestions for improvement.

Substitute Teachers

The Mammoth Unified School District has at most between 40 and 45 substitute teachers in their current substitute pool. The district requires all substitutes to be either a retired teacher, have a Bachelor's degree and pass the California Basic Education Skills Test (CBEST), or have an emergency credential. The district experiences difficulty finding substitute teachers to fill its needs due to its remote location. On occasions when a substitute teacher is not available, school administrators fill the role, or teachers teach during their preparation period.

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

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.

The writing and implementation of Mammoth Elementary 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. Mammoth Unified School District realizes the importance of a customized educational experience, addressing the specific needs of students.

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 broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. In addition, six minimum days are used for districtwide staff development.

Mammoth Unified School District offers a wide variety of additional support and professional development opportunities for its teachers, administrators, classified staff, and substitutes. Mammoth Unified School District offers a wide variety of additional support and professional development opportunities for its teachers, administrators, classified staff, and substitutes. Districtwide staff development topics in 2002-03 included data analysis, attendance/discipline/remediation issues, budgetary needs, and alignment of curriculum to standards. Schools supplement district programs with training and activities specific to the needs of its staff. During the 2002-2003 school year, Mammoth Elementary School's school-based staff development topics included:

• English Language Learners
• Data Analysis

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 2002-03 school year, the district's four support providers assisted eight participants.

The district's Peer Assistance and Review Program (PAR) is designed to improve the education for students and increase the classroom performance of teachers. The program recruits exceptional teachers to provide assistance to veteran practicing teachers, beginning practicing teachers, and voluntary participating teachers. During the 2002-03 school year, the Mammoth Unified School District had one trained and certified consulting teacher serving the district's PAR participating teachers.

Specialized Instruction

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 Elementary School is able to offer programs to meet the individual needs of its students.

Mammoth Elementary School recognizes that students with special gifts and talents need more challenging curriculum and instruction. 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 Elementary School, GATE students receive differentiated instruction within their regular classroom environment, and may participate in after school courses, special field trips, and expert guest presentations. The school counselor is developing a program to help underachieving gifted students.

For students whose primary language is not English, and who have limited English proficiency, Mammoth Elementary School offers programs to prepare them to meet the state's academic content and performance standards. Students are identified as English Learners through the California English Language Development Test (CELDT). Those students identified as English Learners are assigned to appropriately credentialed teachers and provided English Language Development (ELD) instruction for at least 30 minutes each day. Three full-time bilingual aides are also available to students who require additional assistance.

Mammoth Elementary School offers support to students whose test results indicate they need additional assistance to achieve grade level proficiency. Students receive Title I assistance in reading and mathematics within the regular classroom, take part in special small group pull-out sessions during the school day, and may participate in the Miller-Unruh Reading Remediation Program, the After School Program, and the Summer Program. The school's other assistance programs include the Homework Club, Enrichment Classes, and the Stand By Me Volunteer Mentor and Tutor Program sponsored by Healthy Start. Student Study Teams (SSTs) may also be established to discuss academic or behavior problems a student is having. 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.

Mammoth Elementary School provides instruction to all students in the least restrictive environment possible as part of the full inclusion program. Students with special needs are accommodated with a vari-

ety of options. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction and assistance a student will receive which may include sessions with a resource specialist, placement in a Special Day Class, enrollment in an Early Intervention Preschool Program, 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.
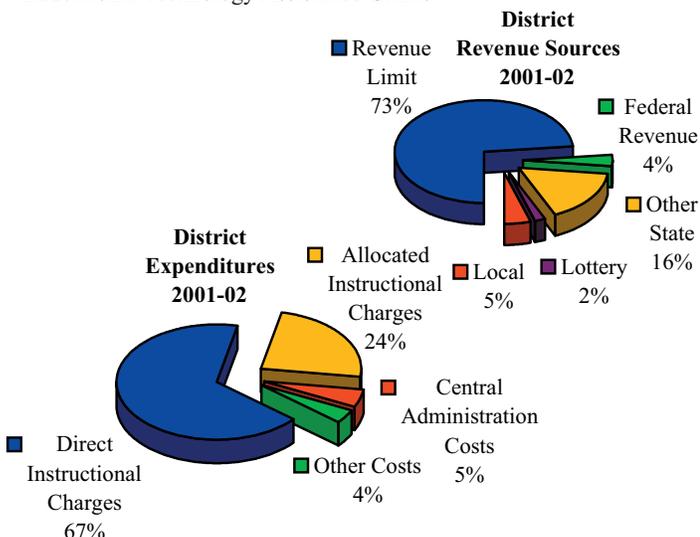
Expenditures & Services Funded

For the 2001-02 school year, Mammoth Unified School District spent an average of $6,632 to educate each student (based on 2001-02 audited financial statements). 2002-03 state comparison data is not available through the California Department of Education. The figures shown in the table below reflect the direct cost of educational services, per average daily attendance (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* 2001-02		
	Statewide Average	
MUSD	All Unified School Districts	All Districts
$6,632	$6,767	$6,719

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 2001-02 school year, the district received approximately $1,090 per student in federal and state aid for the following categorical, special education, and support programs:

- Maintenance and Operations
- Eisenhower Math & Science
- Special Education Transportation
- Regional Occupational Program
- Home-to-School Transportation
- School Improvement Program
- Special Education
- Safe and Drug Free Schools Program
- Peer Assistance and Review Program
- Educational Technology Assistance Grants

- Forest Reserve
- Basic Reading Act
- Tenth Grade Counseling
- Instructional Materials
- Title I Program
- Economic Impact Aid
- Staff Development
- Class Size Reduction

District Revenue Sources 2001-02

- Revenue Limit 73%
- Federal Revenue 4%
- Other State 16%
- Lottery 2%
- Local 5%
- Allocated Instructional Charges 24%

District Expenditures 2001-02

- Direct Instructional Charges 67%
- Other Costs 4%
- Central Administration Costs 5%

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. 2002-03 state comparison data is not available through the California Department of Education.

Average Salary Information Teachers - Principals - Superintendent 2001-02		
	MUSD	State Average
Beginning Teachers	$35,564	$31,721
Mid-Range Teachers	$54,719	$46,817
Highest Teachers	$68,881	$57,720
Elementary Principals	$83,453	$71,819
Middle School Principals	$81,371	$71,819
High School Principals	$91,799	$71,819
Superintendent	$97,032	$87,290
Teacher & Administrative Salaries as a Percentage of Total Budget		
Teacher Salaries	46.5%	37.4%
Administrative Salaries	6.0%	6.3%

Community Involvement

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 following organizations:

- Parent Teacher Organization (PTO)
- Byron Walters Insurance Company
- Mammoth Lakes Bar Association
- Private donations from local residents
- Realtors Board
- Rotary Club
- Turner Propane

Turner Propane adopted Mammoth Elementary School through the Adopt-a-School Program and supports many of the school's programs. The school's PTO is very active and raises money for the following materials, activities, and programs:

- Instructional Materials
- Instructional Aide Time
- Back to School Night
- Open House
- Monthly Second Cup of Coffee
- Technology
- Instructional Music
- Student Awards
- Enrichment Programs
- Classroom Volunteers (VITALS)
- Scholarships
- Student Activities
- Family Activities
- Staff Activities
- Library Materials
- School Assemblies
- GATE Program

Contact Information

Parents who wish to participate in Mammoth Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Principal Stacey Adler at (760) 934-7545.