

MAMMOTH UNIFIED SCHOOL DISTRICT

Mammoth Elementary School "Quality Education"

2600 Meridian Boulevard
Mammoth Lakes, CA 93546-3209
(760) 934-7545

Kindergarten through Fifth Grade
www.mammothusd.org

2007-2008 School Accountability Report Card

Published in the 2008-09 School Year

School Administration

Melodie Rueckheim
Principal

Board of Education

Mary Canada
President

Shana Stapp
Clerk

Joseph Bottom
Member

Gwendolyn Davis
Member

Greg Newbry
Member

District Administration

Frank Romero, Ph.D.
Superintendent

Jim Maxey
Business Manager

Richard Bailey
*Director of Maintenance,
Operations, and Transportation*

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 language arts, mathematics, science, and social studies. The hard working staff is both skilled and dedicated to the success of our students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunities to develop those talents. We really care about each one of our students.

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 PTO Cultural Assemblies, monthly "2nd Cup of Coffee" meetings with the principal, various grade level activities, 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 Unified School District, located in Mono County, educates approximately 1,200 students in grades kindergarten through twelve on a traditional calendar system. There are currently two high schools, one charter school, one middle school, and one elementary school in the district.

Mammoth Elementary 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 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 2007-08 school year, the school served 568 students.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	0.4%
American Indian	0.4%
Asian	0.4%
Caucasian	40.8%
Filipino	0.2%
Hispanic or Latino	54.6%
Pacific Islander	0.0%
Multiple or No Response	3.3%

School Leadership

Leadership at Mammoth Elementary School is a responsibility shared among district administration, school administration, instructional staff, students, and parents. Principal Melodie Rueckheim joined the school in the fall of 2008. She brings to the school more than 30 years of experience in education. 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 the English Learners Advisory Committee (ELAC), Parent Teacher Organization, and the Superintendent's Parent Advisory Team.

The Superintendent's Parent Advisory 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, such as the Curriculum Committee, Multicultural/English Learner Committee, and the district's Leadership Team.

Parent & 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: Parent Teacher Organization (PTO), ELAC, Mono County Office of Education, Starbucks, Rotary Club, Turner Propane, Mammoth Air Force, and private donations from local residents. The school's PTO is very active and raises money for the following materials, activities, and programs:

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

Contact Information

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

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. The school recently implemented in-house detention for poor behavior. 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 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.

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

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	11	10	26	118	114	175
Suspension Rate	2.1%	1.8%	4.6%	9.7%	9.5%	14.6%
Expulsions	0	0	0	7	7	4
Expulsion Rate	0.0%	0.0%	0.0%	0.6%	0.6%	0.3%

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:

- Sign Language
- Cafeteria Clean-Up Crew
- Reader's Theater
- Choir
- Husky Club Child Care Program
- After School Enrichment Classes
- Snowboarding Team
- Alpine Ski Team
- Drawing
- Painting
- Sculpture
- Hawaiian Dance
- Music
- Student Council
- Homework Club
- Nordic Ski Team

School Attendance

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.

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

Class Size

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

Instructional Materials

Mammoth Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Mammoth Unified School District held a Public Hearing on September 22, 2008, 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 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.

Computer Resources

In the 2007-08 school year, the school created a new Computer Lab with 26 new computers for student use. Students attend 55-minute periods in the lab twice a week; computer skills are also integrated throughout the curriculum.

Additional Internet Access/Public Libraries

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

Data Sources

Data within the SARC was provided by Mammoth Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
06	07	08	06	07	08	06	07	08	06	07	08	
By Grade Level												
K	19	19	19	4	6	5	-	-	-	-	-	-
1st	18	18	19	5	4	6	-	-	-	-	-	-
2nd	20	20	15	4	4	6	-	-	-	-	-	-
3rd	19	17	18	4	6	4	-	-	-	-	-	-
4th	28	27	32	-	-	-	3	3	3	-	-	-
5th	26	25	27	-	-	-	3	3	3	-	-	-
K-3	20	-	-	1	-	-	1	-	-	-	-	-
By Subject Area												
English	-	26	-	-	2	-	-	2	-	-	1	-

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Hampton Brown	2002	Yes	0.0%
K-5	English/ Language Arts	Houghton Mifflin	2001	Yes	0.0%
K-5	History/Social Studies	Scott Foresman	2007	Yes	0.0%
K-5	Mathematics	Harcourt HSP	2008	Yes	0.0%
1st-3rd	Science	Foss Science Kits - Standards Aligned	2001	Yes	0.0%
4th	Science	Houghton Mifflin	2001	Yes	0.0%
5th	Science	McGraw-Hill	2001	Yes	0.0%

Computer Resources

	05-06	06-07	07-08
Computers	30	30	33
Students per computer	17.6	18.3	17.2
Classrooms connected to Internet	30	30	31

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. Based on student needs and assessment results, teachers determine the appropriate instructional modification strategies and possible at-risk intervention programs. In addition to district-established performance objectives, the state and federal governments have set standards for student achievement. A school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria. These measures include Adequate Yearly Progress and the state's Academic Performance Index.

Adequate Yearly Progress

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

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

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

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

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

Federal Intervention Program

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2003-2004	2007-2008
Year in PI (2008-09)	Year 5	Year 2
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	20.00%

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE website at <http://www.cde.ca.gov/ta/ac/ap/>.

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	6	5	5	
Similar Schools Rank	3	2	3	
All Students				
Actual Growth	-14	7	-8	746
Socioeconomically Disadvantaged				
Actual Growth	21	47	-7	660
Hispanic or Latino				
Actual Growth	-11	52	-1	651
Caucasian				
Actual Growth	13	-19	5	869
English Learners				
Actual Growth	-9	52	-4	648

California Standards Test

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the California Department of Education's website at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

California Standards Test									
Subject	School			District			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/Language Arts	42	42	43	44	41	46	42	43	46
Mathematics	53	49	46	37	35	41	40	40	43
Science	49	54	50	48	47	48	35	38	46
History/Social Science				38	37	41	33	33	36

California Standards Test (CST) Subgroups				
	English/ Language Arts	Mathematics	Science	History/ Social Science
Male	45	49	61	
Female	41	42	40	
African American	*	*	*	
American Indian	*	*		
Asian	*	*	*	
Caucasian	74	69	94	
Hispanic	20	26	17	
Pacific Islander	*	*		
English Learners	13	21	11	
Students with Disabilities	31	31	*	
Socioeconomically Disadvantaged	23	31	26	

**When fewer than 10 students are tested in a grade level or subgroup, scores are not disclosed.*



CAT-6

The California Achievement Test (CAT/6) is administered to grades three and seven only and compares students' performance in reading, language, spelling, and mathematics to students across the country. Results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. Detailed information regarding results for each grade level can be found at the California Department of Education's website at <http://star.cde.ca.gov/>.

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
	Reading			Math		
	3			3		
	06	07	08	06	07	08
All Students						
School	40	32	33	58	42	44
District	40	32	33	58	42	44
State	37	38	38	55	56	56
Males						
School	42	31	28	64	46	48
Females						
School	38	33	38	53	38	40
Socioeconomically Disadvantaged						
School	18	15	20	39	26	39
Hispanic or Latino						
School	9	12	21	34	20	42
Caucasian						
School	78	56	59	88	69	52
English Learners						
School	10	7	20	36	11	41

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

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 is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone	
2007-08 Test Results	
5th Grade	
School	
School Overall	58.0%
School (Boys)	46.5%
School (Girls)	68.9%
District	
District Overall	58.0%
District (Boys)	46.9%
District (Girls)	68.9%
State	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%

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

Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Mammoth Elementary School had 28 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	29	30	28	68
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	7

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

Misassignments/Vacancies			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	99.4%	0.6%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Staff Development

All training and curriculum development at Mammoth 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.

Staff members build teaching skills and concepts through participation in professional conferences, district sponsored inservices, and workshops throughout the year. The district provides one buy-back professional development day annually where teachers are offered a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Six minimum days are also used for districtwide staff development.

Counseling & Support Staff

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

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	0.4
Counselor	1	0.7
Nurse	1	0.4
Psychologist	1	0.4
Speech and Language Specialist	1	1.0

The Dual Immersion Program currently serves nearly 20 K-4 students. Children are instructed in the 50-50 model of English and Spanish. Students are becoming literate in both languages, as well as encompassing the culture and dynamics of both populations.

Students whose test results indicate they need additional assistance to achieve grade level proficiency may 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, participate in the After-School Remediation Program, and in the Summer Program.

Because the school is in Program Improvement, the school implemented the ExCel Program; students are grouped according to their abilities and receive a one-hour block of targeted instruction. The school also offers educational support services after school for grades two through five. The school's other assistance programs include the Homework Club and Enrichment Classes. 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.

English Language Learners (ELL) are assigned to appropriately credentialed teachers and provided English Language Development (ELD) instruction for at least 30 minutes each day. Teachers utilize Specially Designed Academic Instruction In English (SDAIE) strategies to develop language skills. The ExCel program has worked in accelerating the rate at which students can transition out of ELD instruction. The aim of the school is to have all students transition into the regular language arts classroom by the third grade. Three full-time bilingual aides are also available to students who require additional assistance.

Students with special needs receive additional assistance 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. Mammoth Unified School District, with the assistance of Mono County, 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.

School Facilities

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 school recently added two portable classrooms and enlarged two classrooms. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of June 4, 2008.

School Facility Conditions				
Date of Last Inspection: 06/04/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			8 YUWJYbWm' / 'FY a YXJU' Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

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. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

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.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district budgeted \$126,000 for the deferred maintenance program. This represents 1% of the district's general fund budget.

Deferred Maintenance Projects

For the 2008-09 school year, the district's governing board approved deferred maintenance projects for this school that will result in new carpeting in classrooms and new linoleum in restrooms. The district's complete deferred maintenance plan is available at the district office.

Safe School Plan

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. 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 November 2008. An updated copy of the plan is available to the public at the school and district offices.

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2006-07 school year. The figures shown in the Expenditures Per Pupil table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,599
From Restricted Sources	\$2,303
From Unrestricted Sources	\$4,296
District	
From Unrestricted Sources	\$5,769
Percentage of Variation between School & District	25.53%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	18.94%

District Revenue Sources

For the 2006-07 school year, the district received approximately \$2,209 per student in 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

Teacher & Administrative Salaries as a Percentage of Total Budget

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 unified school districts having between 1,000 and 4,999 average daily attendance throughout the state.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$39,810	\$36,658
Mid-Range Teachers	\$61,253	\$53,646
Highest Teachers	\$77,108	\$69,646
Elementary School Principals	\$84,634	\$85,019
Middle School Principals	\$86,699	\$85,660
High School Principals	\$90,827	\$91,134
Superintendent	\$124,194	\$110,844
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.3%	35.2%
Administrative Salaries	5.4%	6.4%

School Site Teacher Salaries

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

Average Teacher Salaries	
School & District	
School	\$57,962
District	\$59,928
Percentage of Variation	10.03%
School & State	
All Unified School Districts	\$54,955
Percentage of Variation	5.47%