

# 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](http://www.mammothusd.org)

### 2006-2007 School Accountability Report Card

*Published in the 2007-08 School Year*

#### School Administration

Frank Romero  
*Principal*

#### Board of Education

Greg Newbry  
*President*

Mary Canada  
*Clerk*

Joseph Bottom  
*Member*

Gwendolyn Davis  
*Member*

Shana Stapp  
*Member*

#### District Administration

Mike DeRisi  
*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.

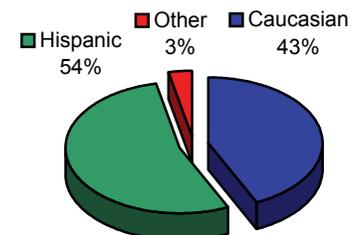
#### Community & School Profile

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 2006-07 school year, the school served 548 students.

**% of Student Enrollment by Ethnicity**



## 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					
	Mammoth ES			MUSD		
	2005	2006	2007	2005	2006	2007
Suspensions (#)	8	11	10	115	118	114
Suspensions (%)	1.49	2.08	1.82	9.65	9.70	9.45
Expulsions (#)	0	0	0	3	7	7
Expulsions (%)	0.00	0.00	0.00	0.25	0.58	0.58

## 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

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:

- DARE Program Awards
- Fifth Grade Graduation Play Day
- Presidential Physical Fitness Award
- Presidential Academic Achievement Award
- Attendance Awards
- Fifth Grade Graduation

School assemblies target multicultural awareness. The English Learners Advisory Committee sponsors activities for parents, staff, students, and the community to promote diversity, such as Cinco de Mayo and Day of the Child celebrations.

## School Leadership

Leadership at Mammoth Elementary School is a responsibility shared among district administration, school administration, instructional staff, students, and parents. Principal Frank Romero has led the school for two years, backed by more than 36 years of experience in education, with seven years in administration. 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.

## 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 Frank Romero at (760) 934-7545.

## Instructional Time

During the 2006-07 school year, all instructional minutes and days offered at Mammoth Elementary School exceeded state requirements. For the 2006-07 school year, Mammoth Elementary School offered 180 days of instruction comprised of 166 regular days and 14 minimum days used for staff development, parent conferences, the day before winter break, and the last day of school.

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
K	36,000	50,030
1st-2nd	50,400	50,550
3rd	50,400	58,565
4th-5th	54,000	58,565

## Class Size

Mammoth Elementary School maintained a schoolwide average class size of 22 students for the 2006-07 school year. 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.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	19	19	19	4	4	6	0	0	0	0	0	0
1st	19	18	18	3	5	4	2	0	0	0	0	0
2nd	20	20	20	4	4	4	0	0	0	0	0	0
3rd	19	19	17	5	4	6	0	0	0	0	0	0
4th	26	28	27	0	0	0	3	3	3	0	0	0
5th	33	26	25	0	0	0	1	3	3	2	0	0
K-3rd	0	20	0	0	1	0	0	1	0	0	0	0

The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. For the past three years, 100% of all K-3 classrooms at Mammoth Elementary School participated in CSR.

## 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.

## 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. Mammoth Unified School District held a Public Hearing on September 24, 2007, 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.

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.

	Computer Resources		
	04-05	05-06	06-07
Computers	35	30	30
Students per computer	15.3	17.6	18.3
Classrooms connected to Internet	35	30	30

District-Adopted Textbooks				
Subject	Grade Levels	Publisher	Adoption Year	Quality and Availability of Standards-Aligned Textbooks
Language Arts	K-5	Houghton Mifflin	2001	<i>All textbooks are in adequate supply and fair to excellent condition. Great emphasis is placed on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.</i>
	K-5	Hampton Brown	2002	
Math	K-5	Scott Foresman	2000	
Social Science	K-5	Scott Foresman	2007	
Science	1-3	Foss	2001	
	4	Houghton Mifflin	2001	
	5	McGraw-Hill	2001	

## 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.

### No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002. 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 and districts must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal, which means they must meet the following criteria:

- 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.

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 adjacent chart. More information about NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress				
Mammoth ES			MUSD	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	No	Yes
API	Yes		Yes	
Graduation Rate	N/A		Yes	

### 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/>.

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### 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/>. The adjacent table displays the school's statewide and similar schools API ranks. 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 school 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				
Mammoth ES	2005	2006	2007	
Statewide API Rank	6	5	5	
Similar Schools Rank	3	2	2	

GiV[fc idg	Actual API Change			2007 API Growth Score
All Students	35	-14	7	756
Hispanic	49	-11	52	652
White (not Hispanic)	34	13	-19	867*
Socioeconomically Disadvantaged	8	21	47	667
English Learners			52	652

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*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 50 students with valid scores.*

*The Governor's Performance Award and the II/USP Intervention Program were not funded during the reporting period, so no eligibility data is available.*

## California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English/language arts and mathematics in grades 2-11; science in grades 5, 8, 9, 10, and 11; and history/social science in grades 8, 10, and 11. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The State target for every student is to score at the Advanced or Proficient level. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA 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 (CST)									
2005, 2006, 2007									
Combined % of Students Scoring at Proficient and Advanced Levels									
G i V <sup>Y</sup> Wh	Mammoth ES			MUSD			California		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English - Language Arts	40	42	42	49	44	41	40	42	43
Mathematics	51	53	49	40	37	35	38	40	40
Science	41	49	54	51	48	47	27	35	38
History - Social Science				41	38	37	32	33	33

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California Standards Test (CST)			
Mammoth Elementary School - 2007			
Combined % of Students Scoring at Proficient and Advanced Levels - Subgroups			
G i V [ f c i d	English - Language Arts	Mathematics	Science
African American			
Asian			
Hispanic	15	28	13
Pacific Islander			
White (not Hispanic)	74	73	84
Male	42	54	53
Female	42	46	55
Economically Disadvantaged	22	33	23
English Learners	10	23	8
Students with Disabilities			

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## 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/>.



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## California Achievement Test (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 2005, 2006, 2007 % At or Above the National Average - Three Year Comparison									
Grade	Mammoth ES			MUSD			California		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
3rd	81	86	89	82	87	91	85	88	89
7th	81	81	89	86	87	91	86	88	89

CAT/6 Norm Referenced Test Mammoth Elementary School - 2007 % At or Above the National Average - Subgroups		
Grade	Reading	Mathematics
3rd	89	86
4th	81	82
5th	89	81
6th	89	81
7th	81	89
8th	81	89
9th	81	89

## 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.

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.

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) program.

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.

## Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Mammoth Elementary School had 30 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher	2006-07			2005-06
	Assigned	Available	Open	
3rd	25	25	5	25
7th	5	5	0	5

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.

Teacher	2006-07		
	Assigned	Available	Open
3rd	25	25	5
7th	5	5	0

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by Spring 2007 for small and rural districts. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects.

Percent of Classes in Core Academic Subjects:	2006-07 No Child Left Behind Compliant Teachers	
	Taught by NCLB Compliant Teachers	Taught by non-NCLB Compliant Teachers
Mammoth ES	96.8%	3.2%
All Schools in District	96.7%	3.3%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

## 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, and Developing as a Professional Educator.

## Substitute Teachers

The Mammoth Unified School District has approximately 23 substitute teachers in their current substitute pool. The district requires all substitutes to be either a retired teacher, have a Bachelor's degree, have passed the CBEST exam, 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 or teachers during their preparation period fill the role of substitute. In an effort to maintain a sufficient pool of substitutes and recruit qualified teachers, the district accepts applications throughout the year.

## 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 or behavioral difficulty.

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H j h Y	B i a V Y f ' c Z ' G h U Z Z	: i ' ' H j a Y ' 9 e i j j U Y b h
Counselor	1	0.7
Psychologist	1	0.4
Nurse	1	0.4
Speech/Language Specialist	1	1.0
Adaptive PE Specialist	1	0.4

The Gifted and Talented Education (GATE) program is offered to students in grades three through five 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 and guest presentations.

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. 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.

## School Facilities & Safety

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 November 13, 2007.

School Facility Conditions				
Date of Last Inspection: August 1, 2007				
Item Inspected	Current Facility Component Status			Repair Needed & Actions Taken or Planned
	Good	Fair	Poor	
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Overall Summary of School Facility Conditions				
Exemplary	Good	Fair	Poor	
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## Safety

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 September 2007. An updated copy of the plan is available to the public at the school and district offices.

### 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 2007-08 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 2007-08 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.

### Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2005-06 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.

In addition to general fund state funding, Mammoth Unified School District receives state and federal categorical funding for special programs. For the 2005-06 school year, the district received approximately \$2,370 per student in federal and state aid for the following categorical, special education, and support programs:

- Maintenance and Operations
- Gifted and Talented Pupils
- Regional Occupational Program
- Special Education
- Tenth Grade Counseling
- Instructional Materials

- Home-to-School Transportation
- School Improvement Program
- Safe and Drug Free Schools Program
- Peer Assistance and Review Program
- Educational Technology Assistance Grants
- Title I Program
- Economic Impact Aid
- Class Size Reduction

2005-06 Expenditures Per Pupil	
Mammoth Elementary School	\$63,700
	\$56,533
	<b>Percentage of Variation between School &amp; District: 24.17%</b>
MUSD	\$56,533
State Average	\$52,361
<b>Percentage of Variation between School &amp; State: 13.11%</b>	

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

Average Salary Information Teachers - Principals - Superintendent 2005-06		
	MUSD	State Average
Beginning Teacher Salary	\$37,185	\$34,363
Mid-range Teacher Salary	\$57,214	\$50,814
Highest Teacher Salary	\$72,023	\$65,731
Elementary School Principals	\$80,981	\$78,437
Middle School Principals	\$89,388	\$81,316
High School Principals	\$91,623	\$84,594
Superintendent	\$124,924	\$103,105
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.5%	35.8%
Administrative Salaries	5.4%	6.5%

The "Average Teacher Salaries" table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and throughout the state.

2005-06 Average Teacher Salaries		
School & District	Mammoth Elementary School	\$63,700
	MUSD	\$56,533
	<b>Percentage of Variation: 12.68%</b>	
School & State	Mammoth Elementary School	\$63,700
	All Unified School Districts	\$52,361
	<b>Percentage of Variation: 21.66%</b>	