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Grades Six through Eight
Gloria Vasquez
Principal

www.mammothusd.org



2004-05 Board of Education

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Mammoth Unified School District

Mammoth Middle School

"High Expectations = High Achievement"

2004-2005 School Accountability Report Card

Principal's Message

The purpose of the School Accountability Report Card is to provide parents and the community with information about Mammoth Middle School's instructional programs, academic achievement, materials and facilities, quality of teaching staff, and much more. The state of California requires that we publish this Report Card each year for the previous year, so that we are held accountable in all these areas.

Our school has a tradition of academic excellence in a caring environment and I welcome this opportunity to share information about our 2004-05 programs.

The staff at Mammoth Middle School believes that each child is unique and deserving of a rich educational environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science, and social science. 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 a climate 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.

Parents and the community play an extremely important role in the school. Understanding the school's educational programs, student achievement, and curricular offerings can assist both school and the community in making needed improvements. We hope this Report Card gives all who read it insights into what our school is all about.

Mission Statement

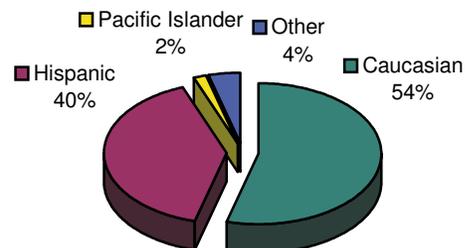
The mission of Mammoth Middle School is to inspire, educate, and empower our community's future leaders by providing a healthy, safe, and respectful environment which fosters the students' academic, social, and emotional growth.

Community & School Profile

Mammoth Unified School District, located in Mono County, educates nearly 1,200 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 new facility in 2003 to grades six through eight. Teachers, staff, and administrators continue to act on the principle that students come first. The educational programs at the school are tailored to meet the needs of a changing school population. Mammoth Middle School is committed to providing a strong instructional program for all students to ensure excellence in education. This excellence can be seen in the staff who play such a vital role in providing a quality educational program.

% of Student Enrollment by Ethnicity



Discipline & Climate for Learning

Students at Mammoth Middle 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 Middle 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. The school has developed a step-by-step hierarchy of consequences for poor behavior or lack of homework which may include detentions, Saturday School, in-house suspension, formal suspension, and expulsion. The Peer

Mediation Program is available to help students learn to resolve conflicts with one another on their own. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientations, parent conferences, the Monday Messenger, district leaflets, and individual Student Planners.

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 MS			MUSD		
	2003	2004	2005	2003	2004	2005
Suspensions (#)	77	32	60	127	68	115
Suspensions (%)	26.8	11.3	20.3	10.2	5.7	9.7
Expulsions (#)	1	1	2	4	1	3
Expulsions (%)	0.4	0.4	0.7	0.3	0.1	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:

- Yearbook
- Homework Club
- Associated Student Body
- Soccer Club
- Drama Club
- Art Club
- Dance/Drill Team
- Green Team

The school’s interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other middle schools in the area or compete intramurally. Athletic programs include:

- Snow Skiing
- Cross-Country Skiing
- Basketball
- Volleyball
- Snowboarding

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:

- Honor Roll
- Gold Cards
- Principal’s List
- Students of the Month
- Planner Incentive Prize Program
- California Reads
- Perfect Attendance
- Math Counts
- Spelling Bee

School Leadership

Leadership at Mammoth Middle School is a responsibility shared among district administration, school administration, instructional staff, students, and parents. Principal Gloria Vasquez has led the school for four years, backed by more than 27 years 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 Mammoth Middle School Organization (MMSO), which meets regularly to focus on schoolwide curricular and administrative issues. Other leadership groups on campus include the School Site Council (SSC) and District-level Parent Advisory Team (PAT).

Mammoth Middle School teachers represent its staff on a variety of districtwide committees, including groups that focus on mathematics, science, technology, and English language learners.

Community Involvement

Parents and the community are very supportive of the educational program at Mammoth Middle School. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Rocky Mountain Chocolate Factory
- Mammoth Lakes Police Department
- Mammoth Noon Rotary Club
- Mammoth Sunrise Rotary Club
- Mammoth Lion’s Club
- Gomez’s Mexican Restaurant
- Grumpy’s Restaurant
- Mammoth Pacific
- Starbucks
- Mammoth Middle School Organization (MMSO)
- Amerigas
- Volcano Sports
- Tail Waggers
- Booky Joint
- McDonald’s
- Giovanni’s Pizza
- Verizon
- Vons

Contact Information

Parents who wish to participate in Mammoth Middle School’s leadership teams, school committees, school activities, or become volunteers may contact Principal Gloria Vasquez at (760) 934-7072.

School Enrollment & Attendance

Schoolwide enrollment at the beginning of the 2004-05 school year was 295 students. Mammoth Middle School accepts students from neighboring districts provided space is available and class sizes do not exceed the school’s maximum allowable class size.

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. Regular daily attendance is a priority at Mammoth Middle 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. The school informs parents of student absences through phone calls, letters, and parent conferences. 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.

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.

Instructional Time

During the 2004-05 school year, all instructional minutes and days offered at Mammoth Middle School either met or exceeded state requirements. For the 2004-05 school year, Mammoth Middle School offered 180 days of instruction comprised of 171 regular days and nine minimum days used for staff development, the day before winter

break, and the last day of school. The California Education Code requires that students in grades six through eight receive a minimum of 54,000 minutes of instructional time annually. Mammoth Middle School offered 65,655 minutes of instructional time during the 2004-05 school year.

Class Size

Mammoth Middle School maintained a schoolwide average class size of 25 students in the 2004-05 school year. The “Teaching Load Distribution” table illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Teaching Load Distribution											
	Average			Classrooms containing:								
	Class Size			1-22		23-32		33+				
	03	04	05	03	04	05	03	04	05			
English	27	23	26	6	5	6	7	7	6	6	1	2
Math	21	23	25	7	7	3	6	3	8	0	3	1
Science	28	24	22	3	3	8	6	8	3	2	1	1
Social Science	24	24	26	6	3	5	6	7	9	2	1	1

School Facilities & Safety

Built in 2003, Mammoth Middle School is situated on nine acres. The school buildings span 41,800 square feet, consisting of classrooms, a library, a multipurpose room, administrative offices, restrooms, and storage rooms. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of September 28, 2005.

Safety

Safety of students and staff is a primary concern of Mammoth Middle 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 and sign out upon leaving. During lunch, breaks, and before and after school, assigned staff members 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 Middle School reviews the plan each year and updates it as needed. The plan was last updated in March 2005, and reviewed with school staff in August 2005. The school is currently working on updating the plan. An updated copy of the plan will be 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. As of September 28, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

School Facility Conditions			
Facilities information current as of: September 28, 2005			
Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

Cleaning Process and Schedule

The district has adopted cleaning standards for all schools in the district. 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 2005-06 school year, the district budgeted \$54,000 for the deferred maintenance program. This represents 0.5% of the district’s general fund budget.

Deferred Maintenance Projects

For the 2005-06 school year, the district’s governing board approved deferred maintenance projects for this school that will result in new exterior paint and new carpeting. The district’s complete deferred maintenance plan is available at the district office.

Student Achievement & Testing

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

No Child Left Behind

The federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet state academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 24.4 % of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math.
- At least 95% of students must take state standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Mammoth Middle School did not meet all of the 2005 AYP criteria. Because Mammoth Middle School does not receive Title I funding, the school is not subject to Program Improvement requirements.

More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the **Mammoth Unified School District Report Card**.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Adequate Yearly Progress

California Standards Test (CST)				
English/Language Arts				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		24.4%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
English Learners		Yes		Yes
SED [^]	Yes	Yes	Yes	No
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes
Math				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		26.5%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
English Learners		Yes		Yes
SED [^]	Yes	Yes	Yes	No
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	No	No

[^]SED - Socioeconomically Disadvantaged
Not a numerically significant subgroup.

API School Results

	Base				Growth		
	2002	2003	2004		2003	2004	2005
All Students							
Percent Tested	98	100	100	Percent Tested	100	100	*
API Score	766	771	780	API Growth Score	773	780	
Growth Target	2	1	1	Actual Growth	7	9	
Statewide Rank	8	8	8	Eligible for Awards	Not funded		
Similar Schools Rank	8	7	8	Eligible for II/USP	Not funded		
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	652	642	661	API Growth Score	643	659	
Growth Target	2	1	1	Actual Growth	-9	17	
Caucasian							
Base API Score	809	835	843	API Growth Score	838	847	
Growth Target	A	A	A	Actual Growth	29	12	
Hispanic							
Base API Score	604	623	643	API Growth Score	625	641	
Growth Target	2	1	1	Actual Growth	21	18	

**Mammoth Middle School is contesting the 2005 API Growth scores calculated by the California Department of Education. The CDE indicated that it will complete its review of the scores by March 2006. At that time, growth scores can be found at <http://data1.cde.ca.gov/dataquest/>*

A - Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.

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.

Federal Awards & Intervention Programs

	2003	2004	2005
Recognition for Achievement (Title I)	N/A	N/A	N/A
Identified for Program Improvement	N/A	N/A	N/A
Exited Title I Program Improvement	N/A	N/A	N/A
Number of Years in Program Improvement	N/A	N/A	N/A

California Standards Test (CST)

2003, 2004, 2005

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Math Standards			General Math			Algebra I			Social Science		
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
Sixth Grade															
All Students	50	45	45	40	38	43									
Females	52	44	56	40	37	44									
Males	49	47	33	40	42	42									
English Learners		5	16		5	11									
Non English Learners	53	57	65	42	48	65									
SED^	26	15	15	10	20	15									
Caucasian	71	63	65	58	53	65									
Hispanic or Latino	21	16	18	10	13	13									
Seventh Grade															
All Students	58	57	58	42	42	43									
Females	58	70	57	42	43	42									
Males	57	45	59	42	41	46									
English Learners			14			11									
Non English Learners	60	62	77	44	46	58									
SED^	19	28	27	12	20	23									
Caucasian	67	76	78	48	59	57									
Hispanic or Latino	26	25	28	22	14	19									
Eighth Grade															
All Students	49	71	57				31	31	27	52	53	56	43	41	36
Females	49	74	70				19	35	48	58	53	47	44	40	40
Males	48	68	46				48	24	13		53	65	41	43	34
English Learners			21						11						4
Non English Learners	54	76	72				35	32	39	52	53	60	46	44	49
SED^	25	43	17				14	29	6				21	18	0
Caucasian	60	84	75				45	43	41	47	52	59	53	45	52
Hispanic or Latino	30	31	25				14	13					26	27	9

[^]SED - Socioeconomically Disadvantaged

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



Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

California Standards Tests

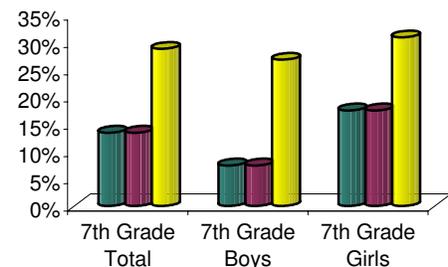
The California Standards Tests (CST) is administered to all students in the spring to determine student performance in relation to the state content standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. 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 can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

Physical Fitness

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

% of Students in Healthy Fitness Zone 2004-05

Legend: Mammoth MS (Green), MUSD (Purple), California (Yellow)



California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is a standardized test that compares a student or group of students with a “norm” group from around the country. Reading and Math 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. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

CAT/6 Norm Referenced Test 2003, 2004, 2005 % At or Above 50th Percentile														
Subject Area	Reading						Math							
	6		7		8		6		7		8			
Grade Level	03	04	05	03	04	05	03	04	05	03	04	05		
Year Ending														
All Students														
Mammoth MS	55	57	69	63	63	53	67	57	69	67	58	50	59	71
MUSD	55	57	69	63	63	53	67	57	69	67	58	77	59	71
California	45	46	45	45	68	41	41	51	53	46	48	72	48	49
Subgroups														
Females	62	57	64	74	62	50	68	56	70	68	65	62	56	81
Males	49	58	76	53	65	58	65	57	67	65	51	65	64	60
SED [^]	31	32	31	30	35	29	43	31	44	37	33	35	36	57
English Learners		5			25				43			18		
Non English Learners	58	72	73	69	81	59	71	60	76	70	63	65	64	76
Caucasian	74	74	77	88	82	69	78	78	87	79	79	63	78	79
Hispanic or Latino	26	32	39	22	36	26	25	23	42	26	22	28	26	44

[^]SED - Socioeconomically Disadvantaged

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 2004-05 school year, Mammoth Middle School had 16 fully credentialed teachers who met all credential requirements in accordance with state of California guidelines.

Teacher Credential Status	03	04	05
	Fully Credentialed	14	14
Emergency Credentials	0	0	0
Interns	0	0	0
Waivers	0	0	0
Total Teachers	14	14	16
Working Outside Subject Area	0	0	3
Average Years Teaching	14.6	14.6	14.3
Average Years in District	11.6	11.4	11.0

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

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 semester or year.

Misassignments/Vacancies	03-04	04-05	05-06
	Misassignments of Teachers of English Learners	0	0
Vacant Teacher Positions	0	0	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. At the start of the 2004-05 school year, 21.6% of core academic classes at Mammoth Middle School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Mammoth Unified School District Report Card*.

Teacher Education Levels 2004-05	
Mammoth MS	
Doctorate	0.0%
Master's Degree +30*	18.8%
Master's Degree	18.8%
Bachelor's Degree +30*	56.2%
Bachelor's Degree	6.2%
Less Than Bachelor's	0.0%
None Reported	0.0%

*Indicates additional hours above and beyond 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

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.

Training & Curriculum Improvement

All training and curriculum development at Mammoth Middle 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 Middle 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. Six minimum days are also 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. Districtwide staff development topics in 2004-05 included Guided Language Acquisition Design (GLAD) and Effective Programs and Strategies for Second Language Learners. Schools supplement district programs with training and activities specific to the needs of their staff. During the 2004-05 school year, Mammoth Middle School's school-based staff development topics included: Literacy: Reading and Writing Strategies, Data Analysis, Support Strategies for Struggling Learners, Bullying and Name Calling, Differentiated Instruction for GATE Students, English Language Learners and Emergent Readers, and Technology.

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. 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.

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 August 22, 2005, 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.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year
6-8	Language Arts	Glencoe Readers Choice	2001
6-8	Math	McDougal Littell	2000
6-8	Science	Holt, Rinehart, and Winston	2000
6-8	Social Science	Houghton Mifflin	1990

Each classroom at Mammoth Middle School contains approximately four computers available for student use. Teachers and students have access to a portable computer lab that contains 40 wireless laptop computers. Computer resources within the computer lab and classrooms 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, reading skills, and keyboarding skills. Each classroom

is equipped with a mounted television and VCR. Three smart boards and LCD projectors are available for teachers to provide multimedia-enhanced teaching lessons.

Computer Resources			
	02-03	03-04	04-05
Computers	20	60	60
Students per computer	14.3	4.7	4.9
Classrooms connected to Internet	16	14	16

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. Mammoth Middle School has no academic counselors.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
County Mental Health Counselor	1	0.6
Psychologist	1	0.2
Nurse	1	0.2
Speech/Language Specialist	1	0.2
Adaptive PE Specialist	1	As needed

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:

- Mono County Office of Education
- Mono County Health Department
- Mono County Mental Health
- Wild Iris
- Social Services
- Youth Advisory Council
- Club Live

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

The Gifted and Talented Education (GATE) program will be offered to students who have been recognized by their teachers as capable of high levels of achievement. Students in the GATE program receive differentiated instruction by a GATE-trained teacher.

English Language Learners (ELL) are assigned to appropriately credentialed teachers and provided specialized instruction. The school has developed a more comprehensive English Learner program that includes English Language Development and language arts classes.

Students whose test results indicate they need additional assistance to achieve grade level proficiency may participate in Opportunity Classes, an After-School Remediation Program, the Homework Club, and the Peer Mediation Program; all provide specialized services. 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.

Students with special needs receive additional assistance which may include sessions with a resource specialist, placement in a Special

Day Class, 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

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year. In 2003-04, Mammoth Unified School District spent an average of \$7,310 to educate each student (based on 2003-04 audited financial statements). The figures shown in the table below 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.

Current Expense of Education Per Student*		
2003-04		
	Statewide Average	
Mammoth Unified School District	All Unified School Districts	All Districts
\$7,311	\$6,987	\$6,919

**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 2003-04 school year, the district received approximately \$1,531 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
- Home-to-School Transportation
- School Improvement Program
- Safe and Drug Free Schools Program
- Peer Assistance and Review Program
- Educational Technology Assistance Grants
- Special Education
- Tenth Grade Counseling
- Instructional Materials
- Title I Program
- Economic Impact Aid
- Class Size Reduction

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.

Average Salary Information		
Teachers - Principal - Superintendent		
2003-04		
	MUSD	State Average
Beginning Teachers	\$35,711	\$33,293
Mid-Range Teachers	\$54,992	\$48,524
Highest Teachers	\$69,226	\$61,782
Elementary Principals	\$77,495	\$75,854
Middle School Principals	\$85,490	\$80,732
High School Principals	\$87,376	\$81,497
Superintendent	\$111,500	\$100,823
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.4%	36.4%
Administrative Salaries	5.6%	6.5%