

MAMMOTH UNIFIED SCHOOL DISTRICT

Mammoth Olympic Academy for Academic Excellence

365 Sierra Park Road
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Mammoth Lakes, CA 93546
(760) 934-7636

Ninth through Twelfth Grade
www.mammothusd.org

2006-2007 School Accountability Report Card

Published in the 2007-08 School Year

School Administration

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Principal



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Member

District Administration

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Superintendent

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Operations, and Transportation*

Principal's Message

The Mammoth Olympic Academy for Academic Excellence (MOAAE) was developed to provide the option of a flexible academic schedule within which students can earn a high school diploma. The Charter School's focus is to have students become accomplished learners and productive citizens through a variety of experiences that will support their development as complex thinkers and problem solvers, capable of holistically managing life in a global economy. Parents' involvement as educational partners is encouraged at the Charter School for the success of each student. The core curriculum is based upon the California Content Standards and supports the Expected School Wide Learning Results adopted by students, parents, and the Charter School Board.

Mission Statement

The mission of Mammoth Olympic Academy for Academic Excellence (MOAAE) is to provide high school students with the necessary academic tools to embrace the rapidly changing and diverse world as literate and productive citizens. Toward this goal, the MOAAE Charter School will guide students through innovative and student-centered approaches to teaching and learning. An integrated curriculum will be offered to assist students in their development as critical thinkers and problem solvers, capable of managing the challenges of our global society as life-long learners. The Charter School offers the option of a flexible class schedule within which to complete an accredited academic program while enabling students to concurrently pursue athletic and extra-curricular endeavors.

Community & School Profile

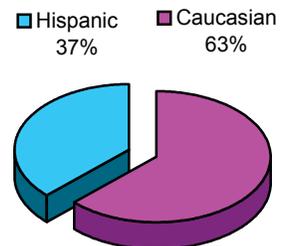
Mammoth Unified School District, located in Mono County, educates approximately 1,200 students in grades kindergarten through twelve on a traditional calendar system. There are currently two high schools, one charter school, one middle school, and one elementary school in the district.

Mammoth Olympic Academy for Academic Excellence opened its doors in 2003 to grades nine through twelve. Because MOAAE is a school of choice, students and student's parent may choose to select high school course work that is more appropriate for the student and his/her schedule. MOAAE offers course work that is high school related and has a partnership with local high schools, Mono County Office of Education adult education, and the local community college.

If the parent(s) choose to have their student use outside course curriculum, it must meet the appropriate state standards and be reviewed by the lead teacher and Principal. Parents may choose to pay for their own selected course work curriculum, if appropriate to the requirements for high school graduation. Graduation requirements must be 230 units and correspond with the local high school requirements for graduation.

Staff members meet with parents once a month to monitor their child's progress. MOAAE is committed to providing a comprehensive instructional program for all students to ensure excellence in education. In the 2006-07 school year, the school served 35 students.

% of Student Enrollment by Ethnicity



In November 2005, another program was added to the district through MOAAE. This voluntary “Newcomer Program” was designed to meet the needs of older students (ages 15 -17) entering the district with gaps in their education and lacking the English skills to be successful in a comprehensive high school.

Planned as a “pass through” program, students are given intensive instruction in English, math, and writing for up to two semesters. As soon as students are capable of meeting the exiting criteria they are expected to enroll into one of the other secondary programs offered by the district. The size of the class, the individualized instruction, and flexibility in obtaining credits toward a diploma are major benefits offered by this program. Due to the “pass through” nature of the program, newcomer students may not be reflected in the testing data reported in the SARC.

Discipline & Climate for Learning

Students at MOAAE 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 MOAAE’s discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, parent conferences, newsletters, district leaflets, and individual Student Handbooks.

MOAAE’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. Consequences for behavioral problems may include expulsion, alternative placement, and possible Mammoth Lakes Police Department involvement.

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					
	MOAAE			MUSD		
	2005	2006	2007	2005	2006	2007
Suspensions (#)	0	0	0	115	118	114
Suspensions (%)	0.00	0.00	0.00	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 additional academic and extracurricular activities that are an integral part of the educational program. The programs at MOAAE are open to MOAAE students. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, athletic teams, and programs include:

- National Honor Society
- Interact Club
- Student Government
- Alpine Skiing
- Cheerleading
- Baseball
- Basketball
- Football
- Cross Country Running
- Cross Country Skiing
- Leo Club
- Music
- Drama
- Band
- Golf
- Softball
- Volleyball
- Soccer
- Tennis

School Attendance

MOAAE accepts students from neighboring districts provided space is available. Attendance is critical to academic achievement and regular daily attendance is a priority at MOAAE. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent.

Independent study is available for students that require extended leaves from school. The school’s attendance coordinator monitors student attendance daily and report excessive unexcused absences to designated authorities such as Student Study Teams (SSTs) and the county’s 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.

MOAAE has had no dropouts since it opened in 2003. Intervention programs that promote attendance and help promote a low dropout rate include:

- Parent Conferences
- Alternative School
- School Attendance Review Board (SARB)

Graduation & Dropout Rates			
MOAAE	03-04	04-05	05-06
Graduation Rate (%)	99.0%	100.0%	100.0%
Dropout Rate (%)	0.0%	0.0%	0.0%
MUSD			
Graduation Rate (%)	99.0%	97.5%	98.6%
Dropout Rate (%)	0.0%	0.8%	0.2%
California			
Graduation Rate (%)	85.3%	84.9%	83.0%
Dropout Rate (%)	3.3%	3.1%	3.5%

Data from the 2005-06 school year was the most recent data available at the time of publication.

Class Size

MOAAE maintains small class sizes and focuses on individualized instruction. Due to the nature of the flexible schedule program, average class size and teaching load distribution data is not available.

Instructional Time

During the 2006-07 school year, all instructional minutes and days at MOAAE exceeded state requirements. The California Education Code requires that students in grades nine through twelve receive a minimum of 64,800 minutes of instructional time annually. Students enrolled in MOAAE utilize an independent study curriculum and schedule.

For the 2006-07 school year, MOAAE offered 180 days of instruction comprised of 166 regular days and 14 minimum days used for staff development and final exams.

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.



School Leadership

Leadership at MOAAE is a responsibility shared among district administration, school administration, instructional staff, students, and parents. Principal Mike DeRisi has led the school for two years, backed by more than 37 years of experience in education, with 14 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 entire school staff, which meets regularly to focus on schoolwide curricular and administrative issues. Other leadership groups on campus include: School Site Council, Student Study Team and district Parent Advisory Team.

The district Parent Advisory Team consists of parents and staff who are dedicated to improving the educational program in the district. MOAAE teachers represent its staff on a variety of districtwide committees.



Community Involvement

Parents and the community are very supportive of the educational program at MOAAE. Numerous programs and activities are enriched by the generous contributions made by various community organizations.

Contact Information

Parents who wish to participate in MOAAE's leadership teams, school committees, school activities, or become volunteers may contact Lead Teacher James Barnes at (760) 934-7636.

District-Adopted Textbooks				
Subject	Grade Levels	Publisher	Adoption Year	Quality and Availability of Standards-Aligned Textbooks
English	JÉF€	P [[cÉÀÜá] ^ @æ : cÉáæ } áÀ Y á } • c []	G€€H	<p><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></p>
	FFÉFG	Pæi& [" ' çkÔá ~ &æcá []	FJJH	
Algebra I	JÉFG	T & Ö [" * æ Š ä c c ^	FJJİ	
Geometry	JÉFG	T & Ö [" * æ Š ä c c ^	FJJİ	
Algebra II	JÉFG	T & Ö [" * æ Š ä c c ^	FJJİ	
Pre-Calculus	JÉFG	T & Ö æ , É P ä	FJJİ	
Earth Science	JÉFG	P [[cÉÀÜá] ^ @æ : cÉáæ } áÀ Y á } • c []	G€€G	
Biology	JÉFG	P [[cÉÀÜá] ^ @æ : cÉáæ } áÀ Y á } • c []	FJJİ	
Chemistry	JÉFG	P [[cÉÀÜá] ^ @æ : cÉáæ } áÀ Y á } • c []	G€€G	
Physics	JÉFG	Ö ^ } & [^	FJJİ	
World History	JÉFG	P [" * @ c [] A T ä - ä }	G€€G	
Geography	JÉFG	T & Ö æ , É P ä	G€€F	
American Government	JÉFG	P [" * @ c [] A T ä - ä }	G€€F	
Political Science	JÉFG	Ô ^ } c ^ ä - [: Ô ä ç ä & A Ô ä ~ & æ c á []	FJJİ	
Health	JÉFG	Ö ^ } & [^ Þ T & Ö æ , Á P ä	FJJİ	
Foreign Language	JÉFG	Ü : ^ } ç i & ^ Á P æ	G€€€	

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the evaluation of the quality instructional program at MOAAE. 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					
MOAAE			MUSD		
Made AYP Overall	Yes			No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	
Participation Rate	Yes	Yes	Yes	Yes	
Percent Proficient	Yes	Yes	No	Yes	
API	Yes			Yes	
Graduation Rate	Yes			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/>.

Federal Intervention Program		
	MOAAE	MUSD
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2007-08
Year in Program Improvement	N/A	Year 1
Number of Schools in Program Improvement		1
Percent of Schools in Program Improvement		20.0%

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				
MOAAE	2005	2006	2007	
Statewide API Rank	9	9	9	
Similar Schools Rank	N/A	N/A	N/A	
				2007 API
Subgroups	Actual API Change			Growth Score
All Students	B	31	-77	731

B - The school did not have a valid 2004 API Base and will not have any Growth or Target information.

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 ^ Y W h	MOAAE			MUSD			California		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English - Language Arts	86	52	83	49	44	41	40	42	43
Mathematics	0	12	6	40	37	35	38	40	40
Science	29	41		51	48	47	27	35	38
History - Social Science	75	23	20	41	38	37	32	33	33

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California Standards Test (CST)				
MOAAE - 2007				
Combined % of Students Scoring at Proficient and Advanced Levels - Subgroups				
G i V [f c i d	English - Language Arts	Mathematics	Science	History - Social Science
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Physical Fitness

In the spring of each year, MOAAE is required by the state to administer a physical fitness test to all students in ninth 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 High School Exit Exam (CAHSEE)

Students in California public schools must pass both the English/language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, the adjacent table displays the percent of students who met all State and local graduation requirements, including having passed both portions of the CAHSEE or received a local waiver or State exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs/>. **Note: "N/A" means that the student group**

Percent of Students Who Passed the California High School Exit Exam (CAHSEE)

	Graduating Class of 2007		
	MOAAE	MUSD	California*
All Students	100%	91%	
African American	N/A	N/A	
Asian	N/A	100%	
Filipino	N/A	N/A	
Hispanic	N/A	82%	
Pacific Islander	N/A	100%	
Caucasian	100%	96%	
Socioeconomically Disadvantaged (SED)	N/A	81%	
English Learners	N/A	38%	
Students w/Disabilities	N/A	75%	

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College Preparation

Students at MOAAE may utilize the college preparation activities and programs available at Mammoth High School. The program is enhanced by supplemental programs sponsored by community groups. For more information, contact the school counselor at Mammoth High School.

MOAAE students also take advantage of The Career Center at Mammoth High School. The Center sponsors visits from college representatives and offers workshops to assist students in the college application and the financial aid application processes. The school counselor and academic guidance specialist meet with students to map out educational plans based on post-secondary educational goals.

Students at MOAAE are encouraged to study specific courses if they plan to attend a four-year university. All students must pass each required course with a grade no lower than "C" each semester. The chart illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes). The most recent data available at the time of publication was from the 2005-06 school year.

Courses for University of California and/or California State University Admission

Students enrolled in courses required for UC/CSU Admission	33.3%
Graduates who completed all courses required for UC/CSU Admission	0.0%

Scholastic Aptitude Test (SAT)

Each year, students have the opportunity to participate in the SAT. This instrument is designed to assess many of the skills that are important to a student's success in college and their general educational development. The school currently does not offer SAT preparation courses.

SAT Test Results

	2005	2006	2007
Percent of Seniors Tested	0.0%	0.0%	66.7%
Average Verbal Score			680
Average Math Score			660
Average Writing Score			705

Work Force Preparation

It is the goal of MOAAE that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

Students in grades nine through twelve receive counseling at Mammoth High School regarding career paths and courses of study. Counselors expose students to a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities. Through Mammoth High School, students may participate in a work experience class, a workability program involving the services of six businesses, or utilize the Coin Career Community, an internet resource program for students and parents that offers career and college information. Seniors have the opportunity to shadow members of the Rotary Club and the Lions Club in a variety of industries.

MOAAE students may take career-path related classes through the Regional Occupational Program (ROP) at Mammoth High School. Mono County is working to develop its own ROP program that meets the needs of this community. Courses offered include food-related careers and Auto Tech. Speakers from the community, job shadowing and work experience, use of technology, career-related research projects, and community service projects are made available for the students to heighten awareness of options for education, training, and employment beyond high school. *No students at MOAAE participated in Career Technical Education during the 2006-07 school year.*

Training & Curriculum Improvement

All training and curriculum development at MOAAE 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 (B TSA) program.

B TSA 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 B TSA 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, MOAAE had two fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status

	MOAAE			MUSD
	04-05	05-06	06-07	06-07
Fully Credentialed	1	1	2	72
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	12

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.

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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. **Please note: 100% of MOAAE students learn on an independent study program.**

2006-07 No Child Left Behind Compliant Teachers		
Percent of Classes in Core Academic Subjects:	Taught by NCLB Compliant Teachers	Taught by non-NCLB Compliant Teachers
MOAAE	100.0%	0.0%
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 prep 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. Students have access to all counseling services available at Mammoth High School.

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Counselor		As needed

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, MOAAE is able to offer programs to meet the individual needs of its students. As a school of choice, students who are unable to meet the standards of the educational program at MOAAE may be transferred to a different school in the district.

School Facilities & Safety

The MOAAE program is housed in two classrooms within the Sierra Park Annex located on the Mammoth High School campus. 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	
	X			

Safety

Safety of students and staff is a primary concern of MOAAE. 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, recesses, 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. MOAAE reviews the plan each year and updates it as needed. The plan was last updated and reviewed with school staff in November 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

There are no deferred maintenance projects scheduled for this school for the 2007-08 school year. 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.

2005-06 Expenditures Per Pupil		
MOAAE	MOAAE	\$48,000
	MUSD	\$56,533
	Percentage of Variation between School & District: 11.37%	
State Average	State Average	\$52,361
	Percentage of Variation between School & State: 27.61%	

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:

- 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
- Tenth Grade Counseling
- Title I Program

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	MOAAE	\$48,000
	MUSD	\$56,533
	Percentage of Variation: 15.09%	
School & State	MOAAE	\$48,000
	All Unified School Districts	\$52,361
	Percentage of Variation: 8.33%	

