

MAMMOTH UNIFIED SCHOOL DISTRICT

Mammoth Middle School

"High Expectations = High Achievement"

P.O. Box 2429
Mammoth Lakes, CA 93546
(760) 934-7072

Sixth through Eighth Grade
www.mammothusd.org

2008-09 School Accountability Report Card

Published in the 2009-10 School Year

School Administration

Gabriel Solorio
Principal



Board of Education

Shana Stapp
President

Gloria Vasquez
Clerk

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Jack Farrell
Member

Greg Newbry
Member

District Administration

Frank Romero, Ph.D.
Superintendent

Jim Maxey
Business Manager

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

Principal's Message

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 2008-09 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 insight 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.

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.

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. In the 2008-09 school year, the school served 249 students.



Student Enrollment by Ethnic Group

| 2008-09 | |
|-------------------------|------------|
| | Percentage |
| African American | 0.8% |
| American Indian | 2.0% |
| Asian | 0.4% |
| Caucasian | 48.6% |
| Filipino | 0.4% |
| Hispanic or Latino | 45.4% |
| Pacific Islander | 0.0% |
| Multiple or No Response | 2.4% |

School Leadership

Leadership at Mammoth Middle School is a responsibility shared among district administration, school administration, instructional staff, students, and parents. Principal Gabriel Solorio has led the school for four years, backed by more than 11 years of experience in education, with four 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 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).

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.

Parent 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:

- Mammoth Lakes Police Department
- Mammoth Lion's Club
- Vons
- Hot Chicks Restaurant
- Mammoth Sunrise Rotary Club
- Roberto's Restaurant
- Mammoth Middle School Organization (MMSO)
- Amerigas
- Burgers Restaurant
- Mammoth Noon Rotary Club
- Giovanni's Pizza
- Angel's Restaurant

Contact Information

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

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. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientations, parent conferences, the Middle School 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 | | | | | |
|-----------------|--------------------------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| Suspensions | 76 | 71 | 87 | 114 | 175 | 172 |
| Suspension Rate | 27.9% | 26.9% | 34.9% | 9.5% | 14.6% | 14.6% |
| Expulsions | 3 | 3 | 0 | 7 | 4 | 0 |
| Expulsion Rate | 1.1% | 1.1% | 0.0% | 0.6% | 0.3% | 0.0% |

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. To promote participation, the school recently changed from a five period day to having six periods with an elective. 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
- Fly Fishing Club
- Associated Student Body
- Computers
- Soccer Club
- Homework Club
- Band
- Life Skills

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
- Snowboarding
- Volleyball
- Basketball

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
- Perfect Attendance
- Students of the Month
- California Reads
- Principal's List
- Spelling Bee

Class Size

The Class Size 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.

| | Class Size Distribution | | | | | | | | | | | |
|----------------|-------------------------|----|----|------------------------|----|----|----------------|----|----|--------------|----|----|
| | Average Class Size | | | Classrooms Containing: | | | | | | | | |
| | 07 | 08 | 09 | 1-20 Students | | | 21-32 Students | | | 33+ Students | | |
| | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 |
| English | 23 | 25 | 20 | 5 | 4 | 8 | 5 | 10 | 5 | 1 | - | 1 |
| Math | 23 | 21 | 19 | 8 | 10 | 12 | 3 | 3 | 3 | 1 | - | - |
| Science | 22 | 23 | 24 | 8 | 7 | 4 | 4 | 6 | 8 | - | - | - |
| Social Science | 30 | 25 | 27 | - | 3 | 2 | 7 | 5 | 6 | 1 | - | 1 |

School Attendance

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 Programs

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 in their regular classroom 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.

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 28, 2009, 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 and in visual and performing arts 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 | Sufficient | % Lacking |
| 6th-8th | English/ Language Arts | Glencoe | 2001 | Yes | 0.0% |
| 6th-8th | History/Social Studies | Houghton Mifflin | 1990 | Yes | 0.0% |
| 6th-8th | Mathematics | McDougal Littell | 2007 | Yes | 0.0% |
| 6th-8th | Science | Holt, Rinehart & Winston | 2000 | Yes | 0.0% |

Computer Resources

Each classroom at Mammoth Middle School contains approximately four computers available for student use. The school recently added a new computer lab with 30 new computers for student use. The 40 laptop computers that were previously a part of a portable computer lab have been distributed throughout the classrooms. 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.

| Computer Resources | | | |
|----------------------------------|-------|-------|-------|
| | 06-07 | 07-08 | 08-09 |
| Computers | 45 | 72 | 70 |
| Students per computer | 6.0 | 3.7 | 3.6 |
| Classrooms connected to Internet | 15 | 16 | 13 |

Additional Internet Access/Public Libraries

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

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. Based on student needs and assessment results, teachers determine the appropriate instructional modification strategies and possible at-risk intervention programs.

In addition to district-established performance objectives, the state and federal governments have set standards for student achievement. A school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria. These measures include Adequate Yearly Progress and the state's Academic Performance Index.

Adequate Yearly Progress

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

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

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

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

| Adequate Yearly Progress (AYP) | | | | |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|
| | School | | District | |
| Made AYP Overall | No | | No | |
| Met AYP Criteria | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | Yes | No | Yes | No |
| API School Results | 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 website at <http://www.cde.ca.gov/ta/ac/ay/>.

| Federal Intervention Programs | | |
|---------------------------------|-----------|-----------|
| | School | District |
| Program Improvement (PI) Status | Not in PI | In PI |
| First Year in PI | - | 2007-2008 |
| Year in PI (2009-10) | - | Year 3 |
| # of Schools Currently in PI | - | 1 |
| % of Schools Identified for PI | - | 20.00% |

Academic Performance Index

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

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

| API School Results | | | | |
|---------------------------------|-------|-------|-------|-----------------------|
| | 06-07 | 07-08 | 08-09 | 2009 API Growth Score |
| Statewide Rank | 6 | 5 | 6 | |
| Similar Schools Rank | 2 | 1 | 4 | |
| All Students | | | | |
| Actual Growth | -19 | 43 | 25 | 787 |
| Socioeconomically Disadvantaged | | | | |
| Actual Growth | -13 | 66 | 27 | 688 |
| Hispanic or Latino | | | | |
| Actual Growth | 4 | 42 | 26 | 669 |
| Caucasian | | | | |
| Actual Growth | -39 | 47 | 23 | 880 |
| English Learners | | | | |
| Actual Growth | 45 | 41 | 24 | 657 |

California Standards Test

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance 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.

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| California Standards Test (CST) | | | | | | | | | |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 |
| English/Language Arts | 42 | 49 | 54 | 41 | 46 | 51 | 43 | 46 | 50 |
| Mathematics | 34 | 55 | 59 | 35 | 41 | 45 | 40 | 43 | 46 |
| Science | 39 | 48 | 62 | 47 | 48 | 57 | 38 | 46 | 50 |
| History/Social Science | 30 | 36 | 41 | 37 | 41 | 42 | 33 | 36 | 41 |

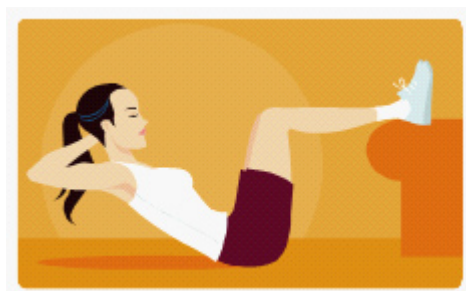
This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| California Standards Test (CST) | | | | |
|------------------------------------|------------------------------|-------------|---------|-------------------------------|
| Subgroups | | | | |
| Subject | English/ Language Arts | Mathematics | Science | History/ Social Science |
| Hispanic or Latino | 25 | 30 | 34 | 19 |
| Caucasian | 79 | 83 | 80 | 53 |
| Males | 52 | 66 | 61 | 40 |
| Females | 56 | 53 | 64 | 41 |
| Socioeconomically Disadvantaged | 32 | 36 | 34 | 20 |
| English Learners | 4 | 9 | 14 | * |
| Students with Disabilities | 22 | 30 | * | * |

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

Physical Fitness

In the spring of each year, Mammoth Middle School is required by the state to administer a physical fitness test to all students in seventh 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 may be found at the CDE Website at <http://www.cde.ca.gov/ta/tg/pf/>.



| Percentage of Students in Healthy Fitness Zone 2008-09 Test Results | |
|---|------|
| 7th Grade | |
| School | |
| School Overall | 44.7 |
| School (Boys) | 31.4 |
| School (Girls) | 56.1 |
| District | |
| District Overall | 44.7 |
| District (Boys) | 31.4 |
| District (Girls) | 56.1 |
| State | |
| State Overall | 34.1 |
| State (Boys) | 31.5 |
| State (Girls) | 36.8 |

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an evaluation that is representative of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress webpage at <http://nces.ed.gov/nationsreportcard/>.

Reporting scores for each subject area are not available for the same year. Reading scores reflect results from 2007 and mathematics scores reflect results from 2009. The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

| National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students | | | | | |
|--|---------------------|----------|-----------------------------|------------|----------|
| | Average Scale Score | | % at Each Achievement Level | | |
| | State | National | Basic | Proficient | Advanced |
| Reading 2007 Grade 4 | 209 | 220 | 30 | 18 | 5 |
| Reading 2007 Grade 8 | 251 | 261 | 41 | 20 | 2 |
| Math 2009 Grade 4 | 232 | 239 | 41 | 25 | 5 |
| Math 2009 Grade 8 | 270 | 282 | 36 | 18 | 5 |

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight. **NOTE:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the district or the individual school.

| National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students | | | | |
|---|--------------------|-----|----------|-----|
| | Participation Rate | | | |
| | State | | National | |
| | SD | ELL | SD | ELL |
| Reading 2007 Grade 4 | 74 | 93 | 65 | 80 |
| Reading 2007 Grade 8 | 78 | 92 | 66 | 77 |
| Math 2009 Grade 4 | 79 | 96 | 84 | 94 |
| Math 2009 Grade 8 | 85 | 96 | 78 | 92 |

Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Mammoth Middle School had 14 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

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.

| | Teacher Credential Status | | | |
|--------------------------|---------------------------|-------|-------|----------|
| | School | | | District |
| | 06-07 | 07-08 | 08-09 | 08-09 |
| Fully Credentialed | 16 | 14 | 14 | 68 |
| Without Full Credentials | 0 | 0 | 0 | 0 |
| Working Outside Subject | 0 | 6 | 5 | 6 |

| | Misassignments/Vacancies | | |
|--|--------------------------|----------|----------|
| | 07-08 | 08-09 | 09-10 |
| Misassignments of Teachers of English Learners | 0 | 3 | 1 |
| Misassignments of Teachers (other) | 0 | 0 | 0 |
| Total Misassignments of Teachers | 0 | 3 | 1 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Highly Qualified Teachers

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

Staff Development

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.

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

Counseling & Support Staff

It is the goal of Mammoth Unified School District to assist students in their social and personal development as well as in academics. The district provides special attention to students who experience achievement or behavioral difficulty. The academic counselor to pupil ratio is 1:249.

The school uses all available resources in the community to assist students in their emotional and academic development, including the following resources: Mono County Office of Education, Wild Iris, Mono County Health Department, Social Services, and Mono County Mental Health.

School Facilities

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 May 26, 2009.

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 2009-10 school year, the district budgeted \$148,000 for the deferred maintenance program. This represents 1.1% of the district's general fund budget.

NCLB Compliant Teachers

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

Counseling & Support Services Staff

| | Number of Staff | Full Time Equivalent |
|--------------------------------|-----------------|----------------------|
| Academic Counselor | 1 | 0.5 |
| Adaptive PE Specialist | 1 | As Needed |
| Mental Health Counselors | 1 | 0.6 |
| Nurse | 1 | 0.5 |
| Psychologist | 1 | 0.2 |
| Speech and Language Specialist | 1 | 0.2 |

School Facility Conditions

Date of Last Inspection: 05/12/2009

Overall Summary of School Facility Conditions: Exemplary

| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
|--|----------------------------------|------|------|--|
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/HVAC, Sewer) | X | | | |
| Interior | X | | | |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains | X | | | |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

Deferred Maintenance Projects

There are no deferred maintenance projects scheduled for this school for the 2009-10 school year. The district's complete deferred maintenance plan is available at the district office.

Safe School Plan

Safety of students and staff is a primary concern of Mammoth 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 and reviewed with school staff in October 2009. An updated copy of the plan will be available to the public at the school and district offices.

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2007-08 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$7,137 |
| From Restricted Sources | \$1,055 |
| From Unrestricted Sources | \$6,081 |
| District | |
| From Unrestricted Sources | \$6,143 |
| Percentage of Variation between School & District | 1.01% |
| State | |
| From Unrestricted Sources | \$5,512 |
| Percentage of Variation between School & State | 10.32% |

District Revenue Sources

For the 2007-08 school year, the district received approximately \$2,008 per student in federal and state aid for the following categorical, special education, and support programs:

- Class Size Reduction
- Economic Impact Aid
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Maintenance and Operations
- Peer Assistance and Review Program
- Regional Occupational Program
- Safe and Drug Free Schools Program

- School Improvement Program
- Special Education
- Title I Program

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

| Average Salary Information | | |
|--|-----------|-----------|
| Teachers - Principal - Superintendent | | |
| 2007-08 | | |
| | District | State |
| Beginning Teachers | \$41,402 | \$38,000 |
| Mid-Range Teachers | \$63,703 | \$55,721 |
| Highest Teachers | \$80,192 | \$71,548 |
| Elementary School Principals | \$94,787 | \$85,858 |
| Middle School Principals | \$97,099 | \$91,479 |
| High School Principals | \$101,722 | \$93,937 |
| Superintendent | \$139,094 | \$115,980 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 41.5% | 34.8% |
| Administrative Salaries | 5.4% | 6.5% |

School Site Teacher Salaries

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

| Average Teacher Salaries | |
|------------------------------|----------|
| School & District | |
| School | \$60,876 |
| District | \$62,024 |
| Percentage of Variation | 1.86% |
| School & State | |
| All Unified School Districts | \$56,376 |
| Percentage of Variation | 7.98% |

Data Sources

Data within the SARC was provided by Mammoth Unified School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

