

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

### 2006-2007 School Accountability Report Card

*Published in the 2007-08 School Year*

#### School Administration

Gabriel Solorio  
*Principal*



#### Board of Education

Greg Newbry  
*President*

Mary Canada  
*Clerk*

Joseph Bottom  
*Member*

Gwendolyn Davis  
*Member*

Shana Stapp  
*Member*

#### District Administration

Mike DeRisi  
*Superintendent*

Jim Maxey  
*Business Manager*

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

#### Principal's Message

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 2006-07 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

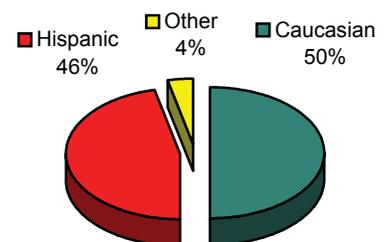
The mission of Mammoth Middle School is to inspire, educate, and empower our community's future leaders by providing a healthy, safe, and respectful environment which fosters the students' academic, social, and emotional growth.

#### Community & School Profile

Mammoth Unified School District, located in Mono County, educates 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 2006-07 school year, the school served 272 students.

**% 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. 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		
	2005	2006	2007	2005	2006	2007
Suspensions (#)	60	51	76	115	118	114
Suspensions (%)	20.34	17.77	27.94	9.65	9.70	9.45
Expulsions (#)	2	2	3	3	7	7
Expulsions (%)	0.68	0.70	1.10	0.25	0.58	0.58

## Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. 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
- Homework Club
- Associated Student Body
- Fly Fishing Club
- Soccer Club

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

## School Attendance

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.

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 2006-07 school year, all instructional minutes and days offered at Mammoth Middle School exceeded state requirements. 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 59,478 minutes of instructional time during the 2006-07 school year.

For the 2006-07 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.

## Class Size

Mammoth Middle School maintained a schoolwide average class size of 25 students in the 2006-07 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 Students			23-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
English	26	23	23	6	6	5	6	7	5	2	1	1
Math	25	27	23	3	2	8	8	6	3	1	3	1
Science	22	27	22	8	2	8	3	7	4	1	2	0
Social Science	26	28	30	5	1	0	9	5	7	1	2	1

## 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.

Each classroom at Mammoth Middle School contains approximately four computers available for student use. The school recently added a new computer lab with 25 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

	04-05	05-06	06-07
Computers	60	45	45
Students per computer	4.9	6.4	6.0
Classrooms connected to Internet	16	15	15

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.

## 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 two years, backed by more than nine of experience in education, with three 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) 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:

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

### District-Adopted Textbooks

Subject	Grade Levels	Publisher	Adoption Year	Quality and Availability of Standards-Aligned Textbooks
Language Arts	6-8	Glencoe Readers Choice	2001	<b><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></b>
Math	6-8	McDougal Littell	2007	
Science	6-8	Holt, Rinehart, and Winston	2000	
Social Science	6-8	Houghton Mifflin	1990	

## 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.

### 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>.

### 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/>.

### 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. 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.

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

Federal Intervention Program		
	Mammoth MS	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%

API School Results				
Mammoth MS	2005	2006	2007	
Statewide API Rank	7	6	6	
Similar Schools Rank	2	2	2	

Giv[fc idg	Actual API Change			2007 API Growth Score
All Students	-15	-26	-19	721
Hispanic	-10	-35	4	603
White (not Hispanic)	6	5	-39	812*
Socioeconomically Disadvantaged	-45	-10	-13	595
English Learners			45	595

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Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

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

## California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English/language arts and mathematics in grades 2-11; science in grades 5, 8, 9, 10, and 11; and history/social science in grades 8, 10, and 11. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The State target for every student is to score at the Advanced or Proficient level. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level, including the percent of students not tested, can be found at the California Department of Education's website at <http://star.cde.ca.gov/>. **Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.**

California Standards Test (CST)									
2005, 2006, 2007									
Combined % of Students Scoring at Proficient and Advanced Levels									
G i V <sup>a</sup> Y W h	Mammoth ES			MUSD			California		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English - Language Arts	53	45	42	49	44	41	40	42	43
Mathematics	41	38	34	40	37	35	38	40	40
Science		46	39	51	48	47	27	35	38
History - Social Science	36	40	30	41	38	37	32	33	33

California Standards Test (CST)				
Mammoth Middle School - 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
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	14	14	18	19
White (not Hispanic)	64	49	53	35
Male	36	35	40	21
Female	47	33	38	38
Economically Disadvantaged	11	14	16	21
English Learners	3	6	11	5
Students with Disabilities	6	6		

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## 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, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.



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## California Achievement Test (CAT/6)

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

CAT/6 Norm Referenced Test 2005, 2006, 2007 % At or Above the National Average - Three Year Comparison									
Grade	Mammoth MS			MUSD			California		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
3rd	18	16	15	12	11	10	15	14	13
7th	15	14	13	12	11	10	14	13	12

CAT/6 Norm Referenced Test Mammoth Middle School - 2007 % At or Above the National Average - Subgroups		
Grade	Reading	Mathematics
Asian		
Hispanic	14	24
White (not Hispanic)	65	72
Male	43	52
Female	34	43
Economically Disadvantaged	9	22
English Learners	8	12
Students with Disabilities		

## Training & Curriculum Improvement

All training and curriculum development at Mammoth Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

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

In an effort to provide support and assistance to Mammoth Unified School District teachers, the district participates in the Mono County Beginning Teacher Support and Assistance (BTSA) program.

BTSA provides training to prepare designated teachers as "support providers," to work with first- and second-year teachers over a two-year period. The goals of the BTSA program are to help new teachers succeed, foster higher retention within the teaching profession of quality teachers, and improve instruction for students.

## Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Mammoth Middle School had 16 fully credentialed teachers who met all credential requirements in accordance with state of California guidelines.

	AUGUST			AG
	16	15	16	72
Fully Credentialed	16	15	16	72
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence	3	3	9	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.

Grade	AUGUST		
	16	15	16
3rd	16	15	16
7th	16	15	16

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.

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
Mammoth MS	93.5%	6.5%
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.

Evaluation criteria are: Engaging and Supporting All Students In Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, and Developing as a Professional Educator.

## Substitute Teachers

The Mammoth Unified School District has approximately 23 substitute teachers in their current substitute pool. The district requires all substitutes to be either a retired teacher, have a Bachelor's degree, have passed the CBEST exam, or have an emergency credential. The district experiences difficulty finding substitute teachers to fill its needs due to its remote location. On occasions when a substitute teacher is not available, school administrators or teachers during their preparation period fill the role of substitute. In an effort to maintain a sufficient pool of substitutes and recruit qualified teachers, the district accepts applications throughout the year.

## Counseling & Other Support Services

It is the goal of Mammoth Unified School District to assist students in their social and personal development as well as in academics. The district provides special attention to students who experience achievement or behavioral difficulty. Mammoth Middle School currently does not have any academic counselors, but the district is in the process of hiring a full-time academic counselor by January 2008.

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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, including the following resources:

- Mono County Office of Education
- Mono County Health Department
- Mono County Mental Health
- Social Services
- Wild Iris

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.

## 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 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 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 2007. 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.

### 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		
Mammoth Middle School	MUS	\$43,520
	MUSD	\$56,533
Percentage of Variation between School & District: 9.73%		
State Average	MUS	\$52,361
	MUSD	\$56,533
Percentage of Variation between School & State: 3.44%		

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	Mammoth Middle School	\$43,520
	MUSD	\$56,533
Percentage of Variation: 23.02%		
School & State	Mammoth Middle School	\$43,520
	All Unified School Districts	\$52,361
Percentage of Variation: 16.88%		