

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 2002-03 school year. In 2002-03, Mammoth Unified School District spent an average of \$6,775 to educate each student (based on 2002-03 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

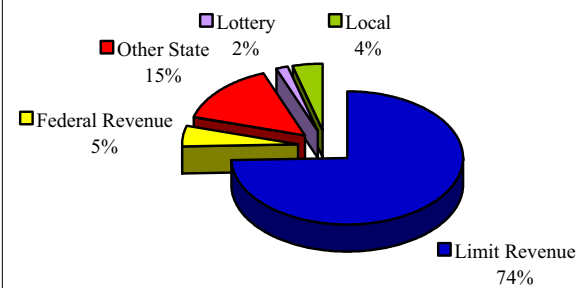
| Current Expense of Education Per Student* 2002-2003 | | |
|--|------------------------------|---------------|
| Statewide Average | | |
| Mammoth Unified School District | All Unified School Districts | All Districts |
| \$6,775 | \$6,882 | \$6,822 |

*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.

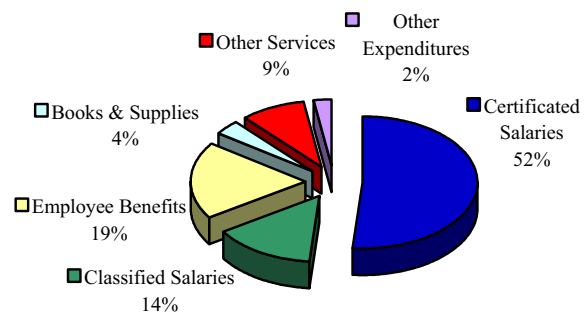
In addition to general fund state funding, Mammoth Unified School District receives State and Federal categorical funding for special programs. For the 2002-03 school year, the district received approximately \$1,504 per student in federal and state aid for the following categorical, special education, and support programs:

- Maintenance and Operations
- Eisenhower Math & Science
- Gifted and Talented Pupils
- Regional Occupational Program
- Home-to-School Transportation
- School Improvement Program
- Safe and Drug Free Schools Program
- Peer Assistance and Review Program
- Educational Technology Assistance Grants
- Special Education
- Basic Reading Act
- Tenth Grade Counseling
- Instructional Materials
- Title I Program
- Economic Impact Aid
- Staff Development
- Class Size Reduction

District Revenue
2002-03



District Expenditures
2002-03



Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having less than 1,500 average daily attendance throughout the state.

| Average Salary Information Teachers - Principal - Superintendent 2002-03 | | |
|--|-----------|---------------|
| | MUSD | State Average |
| Beginning Teachers | \$35,564 | \$33,128 |
| Mid-Range Teachers | \$54,719 | \$50,522 |
| Highest Teachers | \$68,881 | \$60,508 |
| Average Salary | \$57,070 | \$49,123 |
| Elementary Principals | \$75,605 | \$76,908 |
| Middle School Principals | \$83,405 | \$76,908 |
| High School Principals | \$85,245 | \$76,908 |
| Superintendent | \$105,000 | \$96,787 |

| Salaries as a Percentage of Total Budget | | |
|--|--------|--------|
| Teacher Salaries | 47.12% | 35.87% |
| Administrative Salaries | 5.10% | 6.36% |

School Leadership

Leadership at Mammoth Elementary School is a responsibility shared among district administration, school administration, instructional staff, students, and parents. Principal Stacey Adler has led the school for three years, backed by more than 17 years in education. All members of the school community are committed to a shared schoolwide vision, which creates a strong foundation toward academic success for all students. The principal oversees the day-to-day operations of the school. Coordinating with the principal is the School Site Council, which meets regularly to focus on schoolwide curricular and administrative issues. Other leadership groups on campus include the English Learners Advisory Committee (ELAC), Parent Teacher Organization, and the District Shared Leadership Team. The District Shared Leadership Team consists of parents and staff who are dedicated to improving the educational program in the district. Mammoth Elementary School teachers represent its staff on a variety of districtwide committees, such as the Curriculum Committee, Multicultural/English Learner Committee, and the district's Leadership Team.

Community Involvement

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

- Parent Teacher Organization (PTO)
- Rotary Club
- Private donations from local residents
- ELAC
- Turner Propane

The school's PTO is very active and raises money for the following materials, activities, and programs:

- Instructional Materials
- Back to School Night
- Monthly Second Cup of Coffee
- Instructional Music
- Enrichment Programs
- Classroom Volunteers (VITALS)
- Family Activities
- Library Materials
- GATE Program
- Instructional Aide Time
- Open House
- Technology
- Student Awards
- Student Activities
- Scholarships
- Staff Activities
- School Assemblies

Mammoth Unified School District

Mammoth Elementary School

"Quality Education"

2003-2004 School Accountability Report Card

Principal's Message

In accordance with Proposition 98, every school in California is required to issue an annual "Accountability Report Card". We are proud of Mammoth Elementary School and welcome this opportunity to tell you more about us.

At Mammoth Elementary School we believe each child is unique and deserving of a rich education in language arts, mathematics, science, and social studies. The hard working staff is both skilled and dedicated to the success of our students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunities to develop those talents. We really care about each one of our students.

Mammoth Elementary School prides itself on involving our parents and community members in every aspect of our school. We welcome parents and community members on our campus for many different reasons, including PTO Cultural Assemblies, monthly "2nd Cup of Coffee" meetings with the principal, various grade level activities, and other special events. We believe that parents, community members, and staff must work together for the education of all students. We are very proud of our fine tradition at Mammoth Elementary School.



Mission Statement

It is the mission of Mammoth Elementary School to work together with parents and community to educate and motivate all students to achieve their individual academic, physical, emotional, and social potential in a caring, safe environment.

Community & School Profile

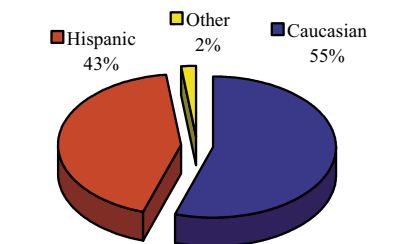
Mammoth Unified School District, located in Mono County, educates 1,240 students in grades kindergarten through twelve on a traditional calendar system. There are currently two high schools, one middle school, and one elementary school in the district.

The school opened its doors in 1986 to grades kindergarten through five. Teachers, staff, and administrators continue to act on the principle that students come first. The educational programs at the school are tailored to meet the needs of a changing school population. Mammoth Elementary School is committed to providing a strong instructional program for all students to ensure excellence in education. This excellence can be seen in the staff who play such a vital role in providing a quality educational program.

Discipline & Climate for Learning

Students at Mammoth Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Mammoth Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of

% of Student Enrollment by Ethnic Group



Other includes African American, American Indian, Asian, Filipino, Pacific Islander, and Multiple or No Response.

consistent rewards and consequences for their behavior. Consequences may include student/teacher conference, parent/teacher conference, student/parent/principal conference, suspension, or expulsion. In the 2004-05 school year, the school implemented in-house detention for poor behavior. Rules are posted in English and Spanish in each classroom. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, parent conferences, the Monthly Messenger, and individual parent handbooks. Mammoth Elementary School's disciplinary program establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth. Disciplinary action is administered by the teachers in minor cases and by the principal during major infractions.

Mammoth Elementary School has expelled two students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

| Mammoth Elementary | | MUSD | |
|--------------------|------|------|------|
| 2002 | 2003 | 2002 | 2003 |
| 10 | 8 | 96 | 6 |
| Suspensions (%) | 1.75 | 1.44 | 1.09 |
| Suspensions (#) | 2 | 0 | 0 |
| Expulsions (%) | 0.35 | 0.00 | 0.00 |
| Expulsions (#) | 1 | 4 | 1 |
| Expulsions (%) | 0.32 | 0.32 | 0.08 |

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Sign Language
- Drawing
- Painting
- Sculpture
- School Newspaper
- Husky Club Child Care Program
- After School Enrichment Classes
- Healthy Start Families Program
- Alpine Ski Team
- Snowboarding Team

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

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

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

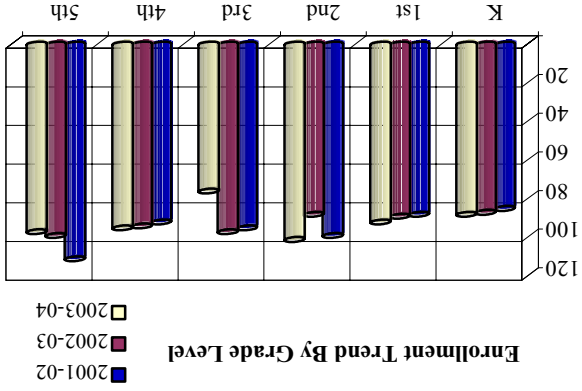
Homework

Mammoth Elementary School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Homework is an extension of classroom activities which

should be monitored at home. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

School Enrollment & Attendance

Student enrollment over the past three years at Mammoth Elementary School has decreased by 3.7 percent. Schoolwide enrollment at the beginning of the 2003-04 school year was 549 students. Mammoth Elementary School accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size.



School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Mammoth Elementary School. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when that require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities such as the School Attendance Review Board. Parents are notified of absences through phone calls, letters, parent conferences, and home visits.

Mono County's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective. The members of the SARB, the referred students, and their parents or guardians meet regularly to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Instructional Time

During the 2003-04 school year, all instructional minutes and days offered at Mammoth Elementary School either met or exceeded state requirements. All students in grades kindergarten through five receive

| Grade Level | Minutes Actual | Minutes Required |
|-------------|----------------|------------------|
| K | 36,000 | 37,160 |
| 1st-3rd | 50,400 | 52,070 |
| 4th-5th | 54,000 | 58,020 |

School provides instruction for subjects. Mammoth Elementary and art in addition to the core library skills, physical education, instruction in music, computers, and art in addition to the core grades kindergarten through five in a self-contained classroom environment, where students receive all instruction from a

Substitute Teachers

The Mammoth Unified School District has at most between 40 and 45 substitute teachers in their current substitute pool. The district requires all substitutes to be either a retired teacher, have a Bachelor's degree and pass the California Basic Education Skills Test (CBEST), 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. 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.

Training & Curriculum Improvement

The writing and implementation of Mammoth Elementary School's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Mammoth Unified School District realizes the importance of a customized educational experience, addressing the specific needs of students.

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

Mammoth Unified School District offers a wide variety of additional support and professional development opportunities for its teachers, administrators, classified staff, and substitutes. Mammoth Unified School District offers a wide variety of additional support and professional development opportunities for its teachers, administrators, classified staff, and substitutes. Districtwide staff development topics in 2003-04 included data analysis, attendance/discipline/remediation issues, budgetary needs, and alignment of curriculum to standards. Schools supplement district programs with training and activities specific to the needs of their staff. During the 2003-2004 school year, Mammoth Elementary School's school-based staff development topics included:

- English Language Learners
- Aligning Standards-Based Report Cards
- Creating Benchmark Assessments

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

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

Specialized Instruction

Mammoth Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. It is the district's goal to ensure that all students are provided the support they need in order to experience success in their academic career. Through teacher training, monitoring of student achievement, and modification of instruction, Mammoth Elementary School is able to offer programs to meet the individual needs of its students.

Mammoth Elementary School offers support to students whose test results indicate they need additional assistance to achieve grade level proficiency. Students receive Title I assistance in reading and mathematics within the regular classroom, take part in special small group pull-out sessions during the school day, participate in the After School Remediation Program, and the Summer Program. The school's other assistance programs include the Homework Club, Enrichment Classes, and the Stand By Me Volunteer Mentor and Tutor Program sponsored by Healthy Start. Student Study Teams (SSTs) may also be established to discuss academic or behavior problems a student is having. Teachers and staff provide tutorials and work with students on a variety of skills to enhance their academic progress. The school works diligently to maintain open communication with parents regarding their child's progress throughout the school year.

For students whose primary language is not English, and who have limited English proficiency, Mammoth Elementary School offers programs to prepare them to meet the state's academic content and performance standards. Students are identified as English Learners through the California English Language Development Test (CELDT). Those students identified as English Learners are assigned to appropriately credentialed teachers and provided English Language Development (ELD) instruction for at least 30 minutes each day. Teachers utilize Specially Designed Academic Instruction in English (SDAIE) strategies to develop language skills. The aim of the school is to have all students transition into the regular language arts classroom by the third grade. Three full-time bilingual aides are also available to students who require additional assistance.

Mammoth Elementary School provides instruction to all students in the least restrictive environment possible as part of the full inclusion program. Students with special needs are accommodated with a variety of options. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction and assistance a student will receive, which may include sessions with a resource specialist, placement in a Special Day Class, enrollment in an Early Intervention Preschool Program, and/or additional assistance from the school's speech/language specialist and adaptive PE specialist. Mono County and Mammoth Unified School District work cooperatively through the Special Education Program to facilitate the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation.

Academic Performance Index (API)

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on STAR results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures.

The interim statewide API performance target is 800. A school's Base API score summarizes a school's performance on STAR testing for that year. A Growth Target is established annually by taking five percent of the difference between the Base score and the interim statewide target. A school's Growth score is calculated in the same manner as the Base score, but uses the following year's STAR testing results. The comparison between Base and Growth scores summarizes a school's progress over time.

| API School Results | | | | | | | |
|--|------|------|------|---------------------|--------|------|------|
| | Base | | | | Growth | | |
| | 2001 | 2002 | 2003 | | 2002 | 2003 | 2004 |
| All Students | | | | | | | |
| Percent Tested | 99 | 97 | 99 | Percent Tested | 97 | 99 | 99 |
| API Score | 716 | 676 | 708 | API Growth Score | 683 | 705 | 717 |
| Growth Target | 4 | 6 | 5 | Actual Growth | -33 | 29 | 9 |
| Statewide Rank | 6 | 5 | 5 | Eligible for Awards | No | No | No |
| Similar Schools Rank | 3 | 1 | 1 | Eligible for II/USP | Yes | No | No |
| Subgroups | | | | | | | |
| Socioeconomically Disadvantaged | | | | | | | |
| Base API Score | 590 | 541 | 547 | API Growth Score | 546 | 544 | 576 |
| Growth Target | 3 | 5 | 4 | Actual Growth | -44 | 3 | 29 |
| Caucasian | | | | | | | |
| Base API Score | 779 | 780 | 814 | API Growth Score | 792 | 812 | 840 |
| Growth Target | 3 | 5 | A* | Actual Growth | 13 | 32 | 26 |
| Hispanic | | | | | | | |
| Base API Score | 545 | 504 | 534 | API Growth Score | 502 | 531 | 543 |
| Growth Target | 3 | 5 | 4 | Actual Growth | -43 | 27 | 9 |
| *Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement. | | | | | | | |
| <i>Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.</i> | | | | | | | |

Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2003-04 school year, Mammoth Elementary School had 29 fully credentialed teachers who met all credential requirements in accordance with state of California guidelines. Mammoth Elementary School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school.

| Teacher Credential Status | | | |
|--|-----------|-----------|-----------|
| | 02 | 03 | 04 |
| Fully Credentialed | 28 | 29 | 29 |
| Emergency Credentials | 0 | 0 | 0 |
| Interns | 0 | 0 | 0 |
| Waivers | 0 | 0 | 0 |
| Total Teachers | 28 | 29 | 29 |
| Teaching Outside Subject Area | 0 | 0 | 0 |
| Misassigned Teachers | | | 0 |
| Teacher Vacancies | | | 0 |
| Average Years Teaching | 13.5 | 14.1 | 13.7 |
| Average Years in District | 10.1 | 10.7 | 10.2 |
| <i>Data not reported in 2002 and 2003.</i> | | | |

NCLB-Compliant Teachers

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. At the start of the 2003-04 school year, 19.2% of core academic classes at Mammoth Elementary School were taught by NCLB-compliant teachers.

| Teacher Education Levels 2003-04 | |
|---|--------------------|
| | Mammoth Elementary |
| Doctorate | 0.0% |
| Master's Degree +30* | 17.2% |
| Master's Degree | 6.9% |
| Bachelor's Degree +30* | 75.9% |
| Bachelor's Degree | 0.0% |
| Less Than Bachelor's | 0.0% |
| None Reported | 0.0% |
| <i>*Indicates additional hours above and beyond degree.</i> | |

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are:

- Engaging and Supporting All Students In Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

homeroom teacher. Students receive 60 minutes of instruction a day in the mathematics subject area, 30 minutes a day in science, and 90-120 minutes a day in language arts. For the 2003-04 school year, Mammoth Elementary School offered 180 days of instruction comprised of 168 regular days, seven minimum days used for staff development, and five minimum days used for parent conferences.

Class Size

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2003-04 school year, all kindergarten through third grade classrooms in the district participated in this program. Mammoth Elementary School maintained a schoolwide average class size of 23 students for the 2003-04 school year.

| Class Size Distribution | | | | | | | | | | | | |
|-------------------------|--------------------|----|----|------------------------|----|----|-------|----|----|-----|----|----|
| | Average Class Size | | | Classrooms Containing: | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 02 | 03 | 04 | 02 | 03 | 04 | 02 | 03 | 04 | 02 | 03 | 04 |
| K | 21 | 22 | 18 | 3 | 3 | 5 | 1 | 1 | 0 | 0 | 0 | 0 |
| 1st | 21 | 20 | 19 | 2 | 2 | 5 | 2 | 2 | 0 | 0 | 0 | 0 |
| 2nd | 20 | 21 | 21 | 5 | 4 | 1 | 0 | 1 | 3 | 0 | 0 | 0 |
| 3rd | 19 | 20 | 19 | 5 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4th | 31 | 31 | 31 | 0 | 0 | 0 | 3 | 3 | 3 | 0 | 0 | 0 |
| 5th | 30 | 33 | 32 | 0 | 0 | 0 | 3 | 0 | 2 | 1 | 3 | 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 August 23, 2004, and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English Learner students, are given their own individual textbooks in core subjects for use in the classroom and to take home to complete required homework assignments. 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.

| District-Adopted Textbooks | | | |
|----------------------------|----------------|------------------|---------------|
| Grade Levels | Subject | Publisher | Adoption Year |
| K-5 | Language Arts | Houghton Mifflin | 2001-02 |
| K-5 | Language Arts | Hampton Brown | 2002-03 |
| K-5 | Math | Scott Foresman | 2000-01 |
| K-5 | Social Science | Houghton Mifflin | 1997-98 |

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.

| Computer Resources | | | |
|----------------------------------|-------|-------|-------|
| | 01-02 | 02-03 | 03-04 |
| Computers | 105 | 86 | 90 |
| Students per computer | 5.4 | 6.4 | 6.1 |
| Classrooms connected to Internet | 29 | 32 | 35 |

School Facilities & Safety

Mammoth Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities, built in 1985, occupy 18 acres of land. They span 54,600 square feet, and include classrooms, a multipurpose room, a library, restrooms, administrative offices, and storage rooms. A team of three full-time and three part-time custodians ensures classrooms, restrooms, and campus grounds are cleaned on a daily basis. The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well-maintained and in good repair. When necessary, the district takes appropriate actions to ensure campus facilities are in good working order and provide a suitable learning environment. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Safety of students and staff is a primary concern of Mammoth Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis. Monitoring of school grounds before, during, and after school is performed by assigned staff members and paraprofessionals. All visitors must sign in at the front office, wear a visitor's badge while on campus, and sign out upon leaving.

In 1998, the Comprehensive Safety Plan was developed by the district in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. Mammoth Elementary School reviews the plan each year and updates it as needed. The plan was last updated in September 2002 and reviewed with school staff in April 2004. An updated copy of the plan is available to the public at the school and district offices.

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.

| Counseling & Support Services Staff | | | |
|-------------------------------------|-----------------|-------------------------|----------------------|
| Title | Number of Staff | Days Available Per Week | Full Time Equivalent |
| Counselor | 1 | 3 | 0.5 |
| Psychologist | 1 | As needed | 0.4 |
| Nurse | 1 | 5 | 1.0 |
| Speech/Language Specialist | 1 | 5 | 1.0 |
| Adaptive PE Specialist | 1 | As needed | |

Contact Information

Parents who wish to participate in Mammoth Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Principal Stacey Adler at (760) 934-7545.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the evaluation of the quality instructional program at Mammoth Elementary School. These measures afford insight as to students' actual progress as well as the effectiveness of the instructional program. They are especially helpful as active long-term reflections of student instructional growth.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on their state's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This refers to steadily increasing the percentage of students who achieve state standards of academic proficiency from year to year. AYP requires an annual evaluation and reporting of the academic progress of all students, including children in numerically significant subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, and migrant students.

AYP in California

In California, results of how students perform on state testing help determine whether a school or district demonstrates Adequate Yearly Progress (AYP). Schools and districts must meet progressive Annual Measurable Objectives (AMOs) each year in order to meet the objective of a 100 percent at-or-above proficiency rate by the year 2014 as required by NCLB. Elementary and middle schools must achieve a 13.6 percent at-or-above proficiency rate in English Language Arts and 16.0 percent for Mathematics on the California Standards Test (CST). Additional AMOs contributing to whether or not a school or district demonstrates AYP include: a 95 percent or above participation rate on the CST (grades 2-8) and California High School Exit Exam (grade 10); an increase in graduation rates of 0.1 percent each year; and an API of 560 or one point of API growth each year. For the 2003-04 school year, Mammoth Elementary School did not meet all the Adequate Yearly Progress criteria. Efforts will continue to develop an instructional program that promotes high levels of proficiency for students in all grade levels and instructional programs.

Schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement.

Program Improvement schools are required to inform parents of their rights, attain specific levels of student achievement, and offer supplemental services. Mammoth Elementary School has qualified to receive targeted assistance Title I funds for the past three years, and has been identified a Title I Program Improvement school for the past two years. More information about Title I and NCLB requirements can be found on the state Department of Education's website www.education.nclb.gov/nclb/ and the U.S. Department of Education's website www.doe.gov/nclb/

Standardized State Assessments

Mammoth Unified School District participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual student mastery of skills required by the California Content Standards. Prior to 2003, the STAR included the SAT-9 norm-referenced test, which has been replaced by CAT/6. SABE/2 is administered to limited English proficient Spanish-speaking students who have been enrolled in California public schools for less than 12 months. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit: <http://star.cde.ca.gov/>

Adequate Yearly Progress

| California Standards Test (CST) | | | |
|---|---------|---------|----------|
| English/Language Arts | | | |
| % Proficient & Advanced | | 03 | 04 |
| Year Ending | Target | | |
| All Students | 95% | 95% | 13.6% |
| Met % | Met % | Met % | Met % |
| Yes 100 | Yes 99 | Yes 100 | Yes 40.1 |
| English Learners | Yes 100 | Yes 98 | Yes 4.7 |
| SED | Yes 100 | Yes 99 | No 11.8 |
| Caucasian | Yes 100 | Yes 99 | Yes 59.8 |
| Hispanic or Latino | Yes 100 | Yes 98 | No 7.5 |
| Math | | | |
| Participation Rate | | 03 | 04 |
| Year Ending | Target | | |
| All Students | 95% | 95% | 16.0% |
| Met % | Met % | Met % | Met % |
| Yes 100 | Yes 99 | Yes 100 | Yes 45.6 |
| English Learners | Yes 100 | Yes 98 | No 14.2 |
| SED | Yes 100 | Yes 99 | Yes 18.4 |
| Caucasian | Yes 99 | Yes 99 | Yes 63.9 |
| Hispanic or Latino | Yes 100 | Yes 98 | No 15.7 |
| Academic Performance Index (API) | | | |
| Minimum score of 560 or 1 point increase | | 03 | 04 |
| Year Ending | Target | | |
| All Students | 705 | 705 | 717 |
| Met | Score | Met | Score |
| Yes | 705 | Yes | 717 |
| Scores = <i>Socioeconomically Disadvantaged</i> | | | |

| Federal Awards & Intervention Programs | | | |
|--|------|------|-----|
| 2002 | 2003 | 2004 | |
| Recognized for Achievement (Title I) | No | No | No |
| Identified for Program Improvement | No | Yes | Yes |
| Exited Title I Program Improvement | N/A | No | No |
| Number of Years in Program Improvement | N/A | 1 | 2 |

SAT9 Survey Norm Referenced Test

| 2002 | | % At or Above 50th Percentile | | | | |
|--|----------------------|-------------------------------|----|------|----|----|
| | | Reading | | Math | | |
| Subject Area | | 2 | 3 | 4 | 5 | |
| All Students | Mammoth Elementary | 44 | 56 | 63 | 56 | 54 |
| | MUSD | 44 | 56 | 63 | 56 | 54 |
| | California | 53 | 47 | 49 | 46 | 62 |
| | Subgroups | | | | | |
| | Females | 42 | 59 | 64 | 57 | 47 |
| | Males | 46 | 54 | 59 | 54 | 63 |
| | English Learners | 0 | 8 | 28 | 16 | 19 |
| | Non English Learners | 62 | 66 | 82 | 75 | 72 |
| | SED | 22 | 29 | 33 | 27 | 34 |
| | Non SED | 64 | 74 | 81 | 78 | 73 |
| | Caucasian | 67 | 77 | 84 | 82 | 73 |
| | Hispanic or Latino | 9 | 12 | 26 | 17 | 27 |
| <i>Socioeconomically Disadvantaged</i> | | | | | | |

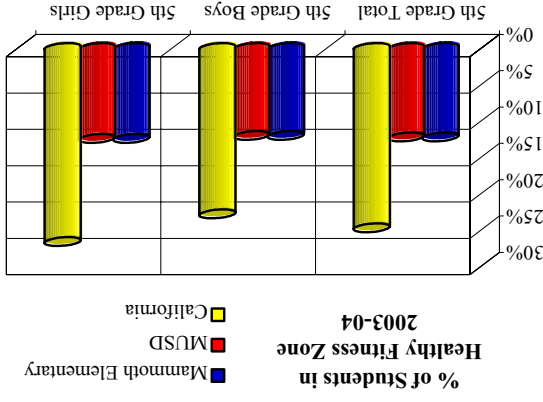
California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the state board of education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Proficient or Advanced level.

All school districts in the state of California are required to report their CST results in comparison to the state average. In this report card, the percentage of Mammoth Elementary School students achieving Proficient and Advanced levels is reported. Data are broken out by gender, language fluency, socioeconomic status, ethnicity, and participation in migrant education. District level and statewide disaggregated scores may be found in the *Mammoth Unified School District NCLB Report Card*.

Physical Fitness

In the spring of each year, Mammoth Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).



CAT/6 Survey Norm Referenced Test

| 2003, 2004 | | % At or Above 50th Percentile | | | | |
|--|----------------------|-------------------------------|----|------|----|----|
| | | Reading | | Math | | |
| Subject Area | | 2 | 3 | 4 | 5 | |
| All Students | Mammoth Elementary | 50 | 39 | 33 | 42 | 45 |
| | MUSD | 50 | 39 | 33 | 42 | 45 |
| | California | 46 | 47 | 34 | 35 | 35 |
| | Subgroups | | | | | |
| | Females | 46 | 40 | 34 | 38 | 35 |
| | Males | 22 | 11 | 0 | 14 | 11 |
| | English Learners | 62 | 60 | 53 | 58 | 68 |
| | Non English Learners | 24 | 14 | 6 | 17 | 16 |
| | SED | 63 | 65 | 66 | 59 | 61 |
| | Non SED | 63 | 65 | 66 | 59 | 61 |
| | Special Education | | | | | 36 |
| | Caucasian | 63 | 62 | 54 | 61 | 62 |
| | Hispanic or Latino | 21 | 10 | 7 | 12 | 13 |
| <i>Socioeconomically Disadvantaged</i> | | | | | | |

California Standards Test (CST)

| 2002, 2003, 2004 | | | |
|--|----|---------------|----|
| Combined % of Students Scoring at Proficient and Advanced Levels | | | |
| 5th Grade | | Math Standard | |
| All Students | 28 | 36 | 24 |
| Females | 29 | 44 | 23 |
| Males | 27 | 27 | 26 |
| English Learners | 0 | 9 | 3 |
| Non English Learners | 39 | 47 | 39 |
| SED | 8 | 4 | 5 |
| Non SED | 45 | 51 | 41 |
| Caucasian | 40 | 49 | 41 |
| Hispanic or Latino | 6 | 4 | 3 |
| Third Grade | | | |
| All Students | 38 | 30 | 29 |
| Females | 44 | 42 | 38 |
| Males | 31 | 36 | 25 |
| English Learners | 8 | 0 | 4 |
| Non English Learners | 45 | 48 | 44 |
| SED | 60 | 60 | 75 |
| Non SED | 43 | 48 | 62 |
| Caucasian | 52 | 70 | 67 |
| Hispanic or Latino | 19 | 13 | 12 |
| Fifth Grade | | | |

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

| 2003, 2004 | | % At or Above 50th Percentile | | | | |
|--|----------------------|-------------------------------|----|------|----|----|
| | | Reading | | Math | | |
| Subject Area | | 2 | 3 | 4 | 5 | |
| All Students | Mammoth Elementary | 50 | 39 | 33 | 42 | 44 |
| | MUSD | 50 | 39 | 33 | 42 | 44 |
| | California | 46 | 47 | 34 | 35 | 35 |
| | Subgroups | | | | | |
| | Females | 46 | 40 | 34 | 38 | 35 |
| | Males | 22 | 11 | 0 | 14 | 11 |
| | English Learners | 62 | 60 | 53 | 58 | 68 |
| | Non English Learners | 24 | 14 | 6 | 17 | 16 |
| | SED | 63 | 65 | 66 | 59 | 61 |
| | Non SED | 43 | 48 | 62 | 70 | 67 |
| | Caucasian | 52 | 70 | 67 | 43 | 48 |
| | Hispanic or Latino | 19 | 13 | 12 | 13 | 13 |
| <i>Socioeconomically Disadvantaged</i> | | | | | | |

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

| 2003, 2004 | | % At or Above 50th Percentile | | | | |
|--|----------------------|-------------------------------|----|------|----|----|
| | | Reading | | Math | | |
| Subject Area | | 2 | 3 | 4 | 5 | |
| All Students | Mammoth Elementary | 50 | 39 | 33 | 42 | 44 |
| | MUSD | 50 | 39 | 33 | 42 | 44 |
| | California | 46 | 47 | 34 | 35 | 35 |
| | Subgroups | | | | | |
| | Females | 46 | 40 | 34 | 38 | 35 |
| | Males | 22 | 11 | 0 | 14 | 11 |
| | English Learners | 62 | 60 | 53 | 58 | 68 |
| | Non English Learners | 24 | 14 | 6 | 17 | 16 |
| | SED | 63 | 65 | 66 | 59 | 61 |
| | Non SED | 43 | 48 | 62 | 70 | 67 |
| | Caucasian | 52 | 70 | 67 | 43 | 48 |
| | Hispanic or Latino | 19 | 13 | 12 | 13 | 13 |
| <i>Socioeconomically Disadvantaged</i> | | | | | | |