

Mammoth Unified School District

Mammoth Elementary School

Quality Education

2001-2002 Annual School Report Card

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Kindergarten through Fifth Grade
Stacey Adler
Principal

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Principal's Message

Welcome to Mammoth Elementary School. The Annual School Report Card is one of the communication tools we use to communicate to parents, community, and the general public. It contains important information about our school. We are proud of the academic, social, and emotional accomplishments of our students. Our staff is dedicated to facilitating the growth of all our students in all three of these areas. Major goals for this year include developing a bilingual program and to update our emergency procedures plan.

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

The Mammoth Elementary community is located in the town of Mammoth Lakes. Located in California's beautiful Eastern Sierra, Mammoth is known for legendary downhill skiing and snowboarding. Other popular winter sports, which are enhanced by the endless backcountry, are snowmobiling, dog sledding, sleigh rides, and snow shoeing.

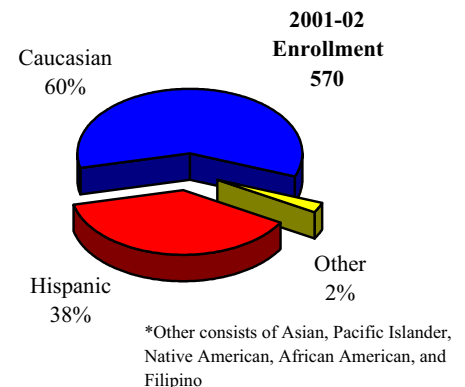
Spring, summer, and fall are great times for lake and stream fishing, golf, horseback riding, cycling, camping, and hiking. Jazz concerts, art festivals, and mountain bike races also fill the summer events schedule.

Mammoth Unified School District educates 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. Mammoth Elementary School students are served by Mammoth High School for grades nine through twelve. Mammoth Elementary 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.

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 dedicated to ensuring the academic success of every student, and providing the most comprehensive educational experience.

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 consistent rewards and consequences for their 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. The Suspensions and Expulsions table illustrates total cases as well as percentages per 100 students.

	Suspensions and Expulsions					
	Mammoth Elem.			MUSD		
	00	01	02	00	01	02
Suspensions (#)	10	14	10	63	75	96
Suspensions (%)	1.8	2.5	1.8	5.3	6.1	7.7
Expulsions (#)	0	0	2	2	10	4
Expulsions (%)	0.00	0.00	0.35	0.17	0.47	0.32

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:

- Drawing
- Painting
- Sculpture
- Latin Dance
- Reader's Theater
- Student Council
- Stand By Me Volunteer Mentor and Tutor Program
- After School Program
- Summer Program
- Healthy Start Families Program

The school's athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored ski teams.

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:

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

Mammoth Elementary School has a representative on the district's Multicultural Committee. This committee develops programs for students that educate and celebrate diversity. Classroom teachers infuse multicultural awareness and tolerance throughout their curriculum. School assemblies target multicultural awareness and the English Learners Advisory Committee sponsors activities for parents, staff, students, and community such as Cinco de Mayo celebrations.

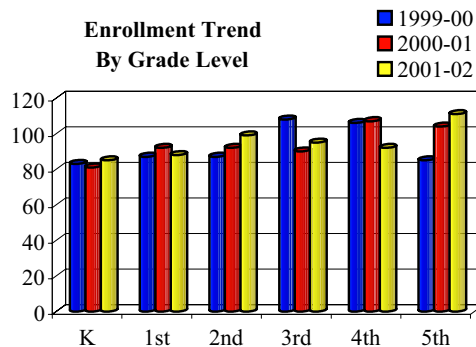
Homework

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.

Recommended Homework Expectations	
Grade	Average Minutes Per Day
K	5-10
1st	15-30
2nd	20-30
3rd	30-45
4th	45-60
5th	45-60

School Enrollment & Attendance

Student enrollment over the past three years at Mammoth Elementary School has increased by 2.5%. Schoolwide enrollment at the beginning of the 2001-02 school year was 570 students. Mammoth Elementary School is a school of choice and accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size. During the 2001-02 school year, 0.5% of the school's enrollment was comprised of inter-district transfers from other districts throughout Mono County.



Attendance, tardy, 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 through phone calls, letters, parent conferences, and home visits. Independent study is available for students 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.

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 work collaboratively to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

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. During the 2001-02 school year, the actual attendance rate for all grade levels for Mammoth Elementary School was 95%.

Class Size

Mammoth Elementary School maintained a schoolwide average class size of 23.7 students and a pupil/teacher ratio of 21:1 for the 2001-02 school year. The pupil-to-teacher ratio varies by grade level taught.

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.

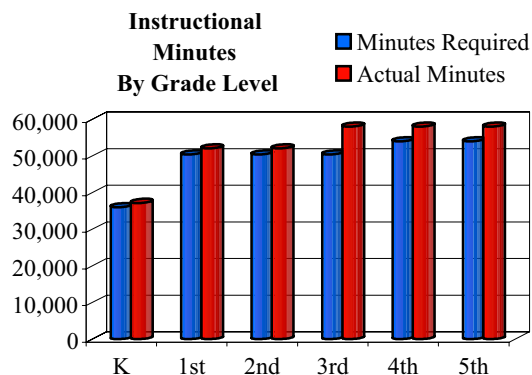
Mammoth Elementary School implemented CSR (option 1) for grades 1-3 in 1996. In 1999 CSR (option 2) was implemented in kindergarten; at the beginning of the 2001-02 school year all first through third grade classrooms and three of the four kindergarten classrooms participated in this program.

	Avg. Class Size			Classrooms with:					
				1-20			21-32		
	00	01	02	00	01	02	00	01	02
K	28	27	21	0	0	3	3	4	1
1st	20	21	20	4	3	4	0	2	0
2nd	19	20	20	4	4	5	0	0	0
3rd	17	17	19	6	5	5	0	0	0
4th	26	27	31	0	0	0	4	4	3
5th	27	26	30	1	0	0	2	4	4

There were no classrooms with more than 32 students for the past three years.

Instructional Time

During the 2001-02 school year, all instructional minutes offered at Mammoth Elementary School either met or exceeded state requirements. All students in grades kindergarten through five receive instruction in music, computers, library skills, physical education, and art in addition to the core subjects. Mammoth Elementary School provides instruction for grades kindergarten through five in a self-contained classroom environment, where students receive all instruction by a 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 2001-02 school year, Mammoth Elementary School offered 180 days of instruction comprised of 172 regular days, 6 minimum days used for staff development, and 2 minimum days taken before

holidays. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Textbooks & Instructional Materials

Mammoth Elementary School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the district's Curriculum Committee standards. Mammoth Elementary School follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle.

The District Curriculum Committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Governing Board for final adoption. Selected materials are available for preview by parents in the school's front office.

Subject	Adoption Year	Publisher	Grade Levels
Language Arts	2001-02	Houghton Mifflin	K-5
Mathematics	2000-01	Scott Foresman	K-5
Social Studies	1997-98	Houghton Mifflin	K-5

The school's library is stocked with approximately 5,000 books that are available for students to check out. The school's library contains a large collection of video and audiotapes for classroom use that tie into curricular areas of study.

The school has three computers in each classroom for student and teacher use. In addition, the school's computer lab contains approximately 18 computers. All computer resources are connected to the Internet so students are able to access resources and information on-line to improve their research skills. Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, mathematical proficiency, and keyboarding skills.

	99-00	00-01	01-02
Computers	80	105	105
Students per computer	7.0	5.4	5.4
Classrooms connected to Internet	29	29	29

Additional technological resources include VCR's, TV's, videocameras, digital cameras, an LCD projector, and a video library.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Mammoth Elementary School. These assessments measure students' actual progress as well as the effectiveness of the instructional program.

The Standards-based Assessment Mathematics (SAM) assessment is administered in the fall and spring of each year to students in grades kindergarten through five. The assessment is based on state standards for the mathematics subject area and is used to determine students' proficiency in mathematics.

Standardized State Testing

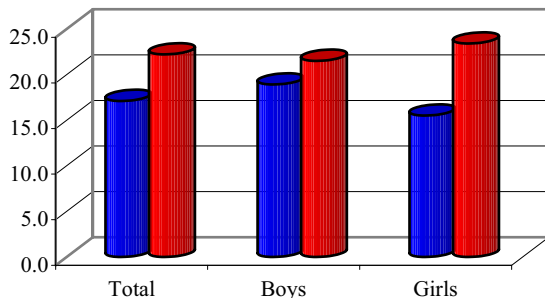
Mammoth Elementary School participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

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 is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

% of 5th Grade Students in Healthy Fitness Zone 2001-02
■ Mammoth Elem.
■ California



SAT-9 Results 2000, 2001, 2002												
% At or Above National Average												
All Students	Reading											
	2			3			4			5		
Grade	00	01	02	00	01	02	00	01	02	00	01	02
Mammoth Elem.	43	65	44	54	48	56	56	61	63	57	61	56
California	49	51	53	44	46	47	45	47	49	44	45	46
All Students	Math											
	2			3			4			5		
Mammoth Elem.	59	67	54	57	49	59	58	60	57	67	66	59
California	57	58	62	56	59	62	51	54	58	50	54	57
All Students	Language											
	2			3			4			5		
Mammoth Elem.	54	63	53	59	54	52	66	62	61	62	66	69
California	52	53	55	48	51	53	51	54	57	50	53	55
All Students	Spelling											
	2			3			4			5		
Mammoth Elem.	34	39	40	41	32	36	34	50	43	36	35	55
California	50	53	55	46	51	53	43	46	49	45	49	52

SAT-9 Subgroup Results 2001, 2002																
% At or Above 50th Percentile																
Gender	Reading								Mathematics							
	2		3		4		5		2		3		4		5	
	00	01	00	01	00	01	00	01	00	01	00	01	00	01		
Male	76	46	44	54	61	59	72	54	70	63	39	53	63	60	67	60
Female	58	42	49	59	61	64	52	57	65	47	55	64	58	56	65	58
Ethnicity	Hispanic		Caucasian		Hispanic		Caucasian		Hispanic		Caucasian		Hispanic		Caucasian	
	66	67	9	19	12	21	26	17	17	45	27	28	29	33	33	39
EL	0	17	8	17	9	12	7	45	19	26	27	30	21	29	13	
Non EL	66	62	62	66	80	82	71	75	74	72	62	66	73	70	73	77
Socioeconomic Status	SED		Non SED		SED		Non SED		SED		Non SED		SED		Non SED	
	46	22	28	29	31	33	25	27	48	34	37	33	44	36	32	29
SED	70	64	62	74	77	81	75	78	75	73	59	75	70	70	80	82
Migrant Education	Migrant															
	Data currently unavailable															

SED - Socioeconomically Disadvantaged EL - English Learners
 Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

California Standards Results % of Students Scoring at Advanced and Proficient Levels																
All Students	Language Arts								Math							
	2		3		4		5		2		3		4		5	
	01	02	01	02	01	02	01	02	02	02	02	02	02	02		
Mammoth Elem.	41	28	28	38	46	40	41	45	37	32	32	48				
California	32	32	30	34	33	36	28	31	43	38	37	29				
Subgroups	Male		Female		Hispanic		Caucasian		Hispanic		Caucasian		Hispanic		Caucasian	
	36	27	31	31	46	30	53	41	39	30	35	51				
Female	43	29	27	45	45	46	32	47	35	32	32	44				
Hispanic	*	6	*	8	*	17	*	13	8	7	11	12				
Caucasian	*	40	*	52	*	48	*	67	55	45	40	68				
Language Fluency	EL		Non EL		EL		Non EL		EL		Non EL		EL		Non EL	
	44	39	36	45	62	51	48	60	51	37	41	63				
Socioeconomic Status	Migrant Education															
	Data unavailable															
SED	36	8	9	16	21	19	8	17	17	12	15	16				
Non SED	41	45	38	53	61	53	54	65	56	43	45	71				

*Data unavailable through California Department of Education.
 Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Academic Performance Index

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 SAT-9 and California Standards Test results. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The percent tested is calculated by dividing the number of students tested by enrollment in grades tested as indicated in the annual October CBEDS School Information Form. The API scale is 200-1000; calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the base API and the interim Statewide Performance Target of 800. This is the sum of the base API plus the subsequent school year's Growth Target.

The Immediate Intervention/Underperforming School's Program (II/USP) and the Governor's Performance Award (GPA) program are the remaining two components of the PSAA. Due to specific criteria, including API and SAT-9 results, Mammoth Elementary School did not qualify to participate in either program during the 2001-02 school year.

API School Results							
All Students	Base			Growth			
	1999	2000	2001	Growth	99-00	00-01	
Percent Tested	96	98	100	Percent Tested	98	100	
API Score	660	683	716	API Growth Score	683	712	683
Growth Target	7	6	4	Actual Growth	23	29	-33
Statewide Rank	6	6	6	Eligible for Awards	Yes	Yes	No
Similar Schools Rank	3	3	3	Eligible for II/USP	No	No	No
Subgroups							
Hispanic or Latino							
Base API Score	440	478	545	API Growth Score	478	537	502
Growth Target	6	5	3	Actual Growth	38	59	-43
Caucasian							
Base API Score	727	770	779	API Growth Score	770	776	792
Growth Target	6	5	3	Actual Growth	43	6	13
Socioeconomically Disadvantaged							
Base API Score		551	590	API Growth Score		579	546
Growth Target		5	3	Actual Growth		28	-44

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.

School Facilities & Safety

Mammoth Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities sit on 8.1 acres and were built in 1985. All facilities are up-to-date and provide adequate space for students and staff. In the evenings and throughout the day, a team of three full-time and three part-time custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Mammoth Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Safety of students and staff is a primary concern of Mammoth Elementary School. All visitors are required to check-in at the front office, sign-in, and wear a visitor's badge while on school grounds. Paraprofessionals assist staff members with playground, lunch, after school and before school supervision.

The school is always 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 disaster drills are conducted on a regular basis throughout the school year.

During the 2001-02 school year, the school underwent the following remodeling and modernization efforts.

- Rebuilt parking lot
- Added a play structure on playground
- Updated all play structures to new safety standards

In 1998, the Comprehensive School Safety Plan was developed by the School Site Council in cooperation with local law enforcement and other school site councils 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 School Safety Plan include the following:

- Child abuse reporting procedures
- Teacher notification of dangerous pupils procedures
- Procedures for safe entering to, and exiting from, school
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code

The Site Disaster Preparedness Committee evaluates the plan annually and updates the plan as needed. The plan was last updated in June of 2001. The plan is reviewed with all staff members at the beginning of each school year. An updated copy of the plan is available to the public at the school's office.

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 academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

During the 2001-02 school year, the school offered the following services to its students.

- Psychological Services
- Vision Impairment
- Speech Therapy
- Occupational Therapy
- Physical Therapy

Counseling and Support Services Staff

	Number of Staff	Full-Time Equivalent	Availability Days Per Week
Counselor	1	0.5	3
Nurse	1	0.2	1
Psychologist	1		As-needed
Speech/Language Specialist	1		As-needed
Adaptive PE Specialist	1		As-needed

Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development.

- Social Services
- Mono County Health Department
- Mono County Mental Health
- IMMCA Community Connection for Children
- IMMCA Headstart Program

Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-02 school year, Mammoth Elementary School had 28 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	99-00	00-01	01-02
Fully Credentialed	28	29	28
Emergency Credentials	0	0	0
Without Credentials	0	0	0
Pre-Interns	0	0	0
University Interns	0	0	0
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	28	29	28
Average Years Teaching	13.9	13.3	13.5
Average Years in District	10.1	9.7	10.1

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. During the 2001-02 school year, certificated staff consisted of 29 employees: 75.9 percent with 30+ additional units beyond their bachelor's degree and 24.1 percent holding advanced graduate degrees such as a master's or doctorate degree.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal, vice principal, or superintendent. These administrators have 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

A conference is held afterward to discuss the quality of instruction and to provide suggestions for improvement.

Substitute Teachers

Generally, the school does not experience any problems finding qualified substitute teachers from the district pool. On occasions when a substitute teacher is not available, school administrators fill the role, or teachers teach during their preparation period.

During the 2001-02 school year, the district's pool of approximately 45 substitute teachers was available for the 180 school days and held either a regular (Bachelor's degree and passed the California Basic Education Skills Test) or emergency credential.

In an effort to maintain a sufficient pool of substitutes and recruit qualified teachers, the district accepts applications throughout the year and utilizes the state's Teacher Recruitment Center.

Training, Professional Development, & 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.

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.

Staff members build teaching skills and concepts through participation in professional conferences, district sponsored in-services, 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. In addition, the district's six minimum days are used for staff development.

For the 2001-02 school year, staff development topics included the following:

- Standards Based Writing
- Developmental Assets
- Bilingual Education

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. For the 2001-02 school year, the Mammoth Unified School District had four support providers serving eight participants.

The PAR program, designed to improve the education for students and increase the classroom performance of teachers, recruits exceptional teachers to receive certification to become a "consulting teacher" to provide assistance to veteran practicing teachers, beginning practicing teachers, and voluntary participating teachers. Mammoth Unified School District and Mammoth Elementary School work together through PAR to achieve the shared goal of accomplishing the highest

level of success for the teachers and students. For the 2001-02 school year, the Mammoth Unified School District had one trained and certified consulting teacher serving the district's teachers.

For the 2002-03 school year, staff at Mammoth Elementary School will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

Specialized Instruction

Mammoth Elementary School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Mammoth Elementary School recognizes that students with special gifts and talents need more challenging curriculum and instruction. The school's Talented and Gifted (TAG) program provides education services to students who are identified as exceptionally able or talented.

Mammoth Elementary School offers assistance and specialized instruction to students with special needs. Students who are falling below grade level, or perform below standards on assessments, participate in the Miller-Unruh Reading Remediation Program, the Title I Program, and other intervention programs. Students involved in these programs participate in a wide variety of special instructional techniques designed to bring the student up to grade level standards. The school's Homework Club and Enrichment Program are additional options for students requiring assistance.

English Language Learners receive specialized services and instruction in an environment conducive to maximizing English learning. In addition, the school offers a New Comers Program, which provides English Language instruction to migrant students. Special Education students receive either sheltered instruction in the classroom or have sessions with a Resource Specialist. The school offers a Resource Specialist Program (RSP), two Special Day Classes (SDC), and an Early Intervention Pre-School Program. Inclusion of Special Education students is maximized, depending on their individual abilities, to provide them with learning opportunities in the least restrictive environment.

School Leadership

Leadership at Mammoth Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council
- English Language Advisory Committee (ELAC)
- Parent Teacher Organization
- Shared Leadership Team

The School Site Council composed of elected parents, staff, and administration has the task of allocating funds in excess of \$100,000. They also have the primary task to ensure that the school is continually engaged in assessing, developing, and implementing educational programs and activities that strengthen the educational experiences for all students.

The district Shared Leadership Team consists of parents and staff who are dedicated to improving the educational program in the district. A Mammoth Elementary School teacher represents the elementary school on this team.

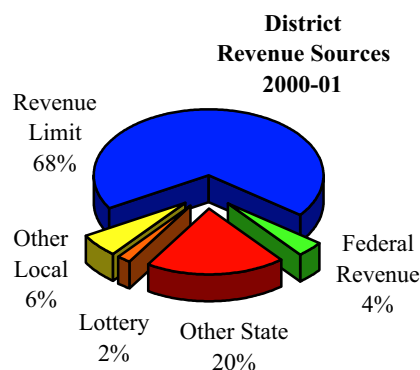
Expenditures & Services Funded

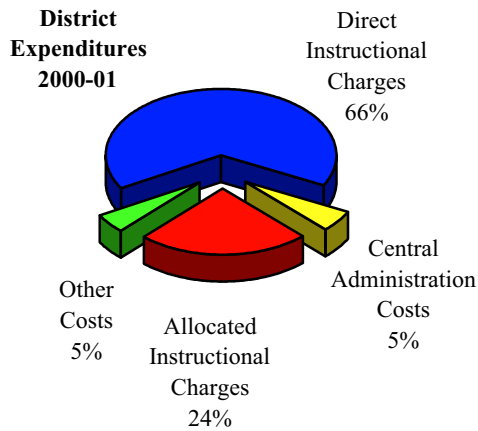
For the 2000-01 school year, Mammoth Unified School District spent an average of \$6,562 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student* 2000-01		
Statewide Average		
Mammoth USD	All Unified Districts	All Districts
\$6,562	\$6,414	\$6,360
<i>*Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.</i>		

In addition to general fund state funding, Mammoth Unified School District receives state and federal categorical funding for special programs. For the 2000-01 school year, the district received approximately \$1,205 per student in federal and state aid for the following categorical, special education, and support programs:

- Maintenance and Operations
- Title I Program
- Special Education
- EESA/Math & Science
- Drug Free School
- Forest Reserve Funds
- Regional Occupational Program (ROP)
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Special Education Transportation
- Basic Reading Act
- Instructional Materials
- Staff Development
- Tenth Grade Counseling
- Mentor Teacher
- Educational Technology Assistance Grants
- Class Size Reduction
- Peer Assistance and Review



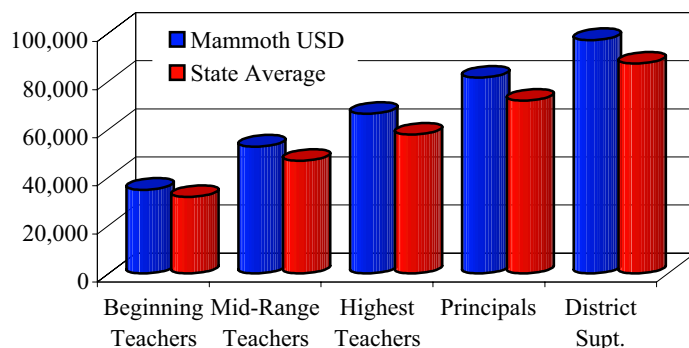


Direct Instructional Charges include teachers' salaries, aides' salaries, employee benefits, textbooks and travel expenses. Allocated Instructional Charges include salaries and benefits for certificated and classified employees in instructional administration, instructional media, transportation services, data processing services, and plant maintenance and operations. Central Administration Costs include salaries for certificated and classified employees in general administration, central administration data processing costs and other general administrative costs. Other Costs include facilities acquisition and construction and all other outgo.

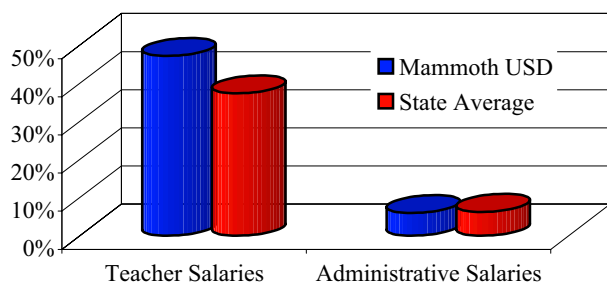
Salary & Budget Comparison

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 - Principals - Superintendent
2000-01**



**Average Salary Information
Teachers & Administrative Salary Percentages
2000-01**



Community Involvement

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

- Turner Propane
- Parent Teacher Organization
- Rotary Club

Turner Propane adopted the school through the Adopt-A-School Program and supports many of the school's programs. The school's Parent Teacher Organization (PTO) is very active and raises money for the following materials, activities, and programs:

- Instructional Materials
- Instructional Aide Time
- Technology
- Instructional Music
- Student Awards
- Enrichment Programs
- Classroom Volunteers (VITALS)
- Scholarships
- Student Activities
- Family Activities
- Staff Activities
- Library Materials
- School Assemblies
- Gifted Program

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.