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Grades Six through Eight  
Gloria Vasquez  
Principal

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



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## Mammoth Unified School District

# Mammoth Middle School

*"High Expectations = High Achievement"*

## 2002-2003 School Accountability Report Card

### 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 2002-03 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 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

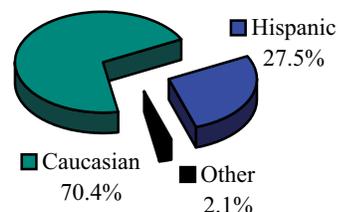
The mission of Mammoth Middle School is to inspire, educate, and empower our community's future leaders by providing a healthy, safe, and respectful environment which fosters the students' academic, social, and emotional growth.

### Community & School Profile

Mammoth Unified School District, located in Mono County, educates 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 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 dedicated to ensuring the academic success of every student, and providing the most comprehensive educational experience. 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.

### % of Enrollment by Ethnic Group



*"Other" includes Asian and Pacific Islander students.*

### 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 deten-

tions, Saturday School, in-house suspension, formal suspension, and expulsion. The Peer Mediation Program is available to help students learn to resolve conflicts with one another on their own. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, parent conferences, the Monday Messenger, district leaflets, and individual Student Planners.

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

	Suspensions and Expulsions					
	Mammoth Middle			MUSD		
	01	02	03	01	02	03
Suspensions (#)	22	47	77	75	96	127
Suspensions (%)	7.97	16.15	26.83	6.13	7.67	10.24
Expulsions (#)	3	2	1	10	4	4
Expulsions (%)	1.09	0.69	0.35	0.82	0.32	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:

- Yearbook
- Homework Club
- Student Government
- Young and Healthy (YAH)

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.

- Cross Country Running
- Cross Country Skiing
- Basketball
- Volleyball
- Snow Skiing
- 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
- Mountain Lion Cards
- Principal's List
- BUG Cards
- Gold Cards
- Perfect Attendance
- Students of the Month
- Presidential Academic Excellence Awards
- California Reads

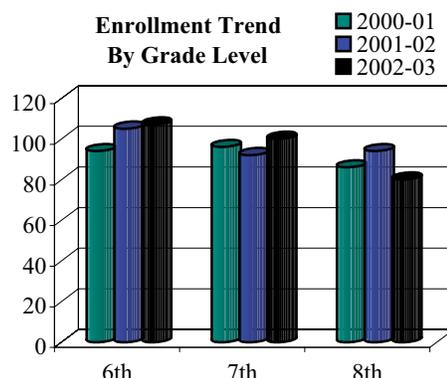
### Homework

Mammoth Middle School believes 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. Each teacher determines the appropriate measure of homework for his or her students. 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 check regularly that homework is done.

### School Enrollment & Attendance

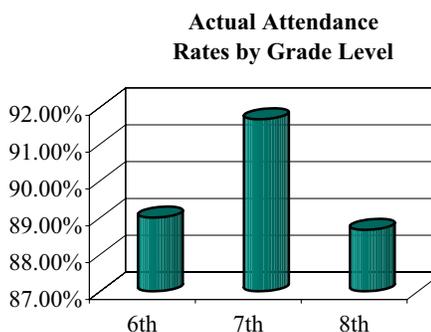
Student enrollment over the past three years at Mammoth Middle School has increased by 3.83 percent. Schoolwide enrollment at the beginning of the 2002-03 school year was 287 students. Mammoth Middle School accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size.



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

The following chart shows Mammoth Middle School's actual attendance rates by grade level for the 2002-03 school year.



## Class Size

Mammoth Middle School maintained a schoolwide average class size of 26 students and a pupil-to-teacher ratio of 21:1 for the 2002-03 school year. The ratio of students per teacher varies by grade level and subject area.

Teaching Load Distribution												
Number of Classes by Size												
	Avg. Class Size			1-22 Students			22-32 Students			33+ Students		
	01	02	03	01	02	03	01	02	03	01	02	03
English	25	21	28	8	17	5	7	6	3	2	4	6
Math	24	23	21	5	6	7	5	1	6	2	2	0
Science	29	31	28	1	1	2	4	3	4	3	5	1
Social Science	30	26	24	1	5	5	4	2	3	2	4	2

## Instructional Time

During the 2002-03 school year, all instructional minutes and days offered at Mammoth Middle School either met or exceeded state requirements. For the 2002-03 school year, Mammoth Middle 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. 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 60,772 minutes of instructional time during the 2002-03 school year. Students received 46 minutes of specialized instruction daily in each core subject area by appropriately credentialed teachers. In addition, students participated in 28 minutes of silent sustained reading in an enrichment class each day.

## 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. Each student is provided his/her own individual textbook for all core classes. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks. Instructional materials for grades 9-12 have been approved by the Board of Education. 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.

The school's library, staffed by a part-time library specialist, is stocked with approximately 5,420 books that are available for students to check out. The library also contains a large collection of video and audio tapes, magazines, and materials in Spanish for classroom use that tie into curricular areas of study. Students visit the library on a daily basis. The library is fully automated through the Athena tracking software program and contains many lesson support materials available to teachers.

Each classroom at Mammoth Middle School contains approximately four computers available for student use. The school's computer lab contains 28 computers and a teacher workstation. 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. Software includes programs to develop critical thinking skills, technological skills, mathematical proficiency, reading skills, and keyboarding skills.

Each classroom is equipped with a television, VCR, and the Avr-key system. Two smart boards attached with LCD screens are available for teachers to provide multimedia-enhanced teaching lessons.

Textbooks		
Subject/ Adoption Year	Publisher	Grade Levels
Language Arts 2001	Glencoe Readers	6th-8th
Math 2000	McDougal Littell	6th-8th
Science 2000	Holt	6th-8th
Social Science 1990	Houghton Mifflin	6th-8th

Computer Resources			
	00-01	01-02	02-03
Computers	20	49	19
Students per computer	13.8	5.9	14.4
Classrooms connected to Internet	16	49	16

## School Leadership

Leadership at Mammoth Middle School is a responsibility shared between district administration, school administration, instructional staff, students, and parents. 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:

- School Site Council (SSC)
- 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 Middle School teachers represent its staff on a variety of districtwide committees, including groups that focus on the following:

- Curriculum
- Facilities
- Mathematics
- Athletics
- Shared Leadership
- Multicultural
- Language Arts
- Science
- Social Studies
- English Language Learners

## 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.

### 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. Beginning with spring 2003 test results, 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 2002-03 school year, Mammoth Middle School did not meet all the Adequate Yearly Progress criteria.

Beginning with the 2003 AYP reporting cycle, 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 Middle School has not qualified to receive targeted assistance Title I funds for the past three years and has not been identified a Title I Program Improvement school. More information about Title I and NCLB requirements can be found on the state Department of Education's website [www.cde.ca.gov/iasa/titleone/](http://www.cde.ca.gov/iasa/titleone/) and the U.S. Department of Education's website [www.nclb.gov](http://www.nclb.gov).

### 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. 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/>.

#### 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.

Adequate Yearly Progress 2003 Participation (Part.) & % Proficient or Above (P/A)						
California Standards Test (CST)						
	Academic Performance Index (API)		English/ Language Arts		Mathematics	
	Met Target (Y/N)		Met Target (Y/N)		Met Target (Y/N)	
	Met	Score	Part.	P/A	Part.	P/A
Target	560 or 1 point growth		95%	13.6%	95%	16.0%
<b>All Students</b>	Yes	773	Y 100%	Y 54%	Y 99%	Y 40%
<b>Subgroups:</b>						
Hispanic or Latino			Y 100%	Y 27%	Y 99%	Y 18%
Caucasian			Y 100%	Y 66%	Y 99%	Y 50%
SED			Y 100%	Y 25%	Y 99%	N 14%
<i>SED - Socioeconomically Disadvantaged</i>						
<i>Data not applicable to subgroups</i>						

Federal Programs			
	01	02	03
Recognition for Achievement (Title I)	No	No	No
Identified for Program Improvement	No	No	No
Exited Title I Program Improvement	N/A	N/A	N/A
Number of Years in Program Improvement	-	-	-

SAT-9 Norm Referenced Test 2001 & 2002 % At or Above 50th Percentile												
	Reading						Math					
	6		7		8		6		7		8	
	01	02	01	02	01	02	01	02	01	02	01	02
<b>All Students</b>												
Mammoth Middle	74	66	86	73	76	82	69	79	81	65	63	76
MUSD	74	66	86	73	76	82	69	79	81	65	63	76
California	47	48	48	48	50	49	57	60	50	52	49	50
<b>Gender</b>												
Male	78	69	83	83	78	78	74	74	78	72	67	74
Female	70	63	93	65	72	90	64	83	86	59	58	78
<b>Language Fluency</b>												
English Learners (EL)	53				33		38				40	
Non EL	78	67	93	75	85	84	75	82	84	68	68	80
<b>Socioeconomic Status</b>												
SED	47	32	54	56	42	40	61	62	46		40	
Non SED	82	77	92	81	82	88	78	85	84	74	66	82
<b>Ethnicity</b>												
Caucasian	80	74	92	84	86	91	77	85	85	81	67	85
Hispanic	56	24		46	42	25	42	61	33		47	29
<i>SED - Socioeconomically Disadvantaged</i>												
<i>Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.</i>												

CAT/6 Norm Referenced Test 2003 % At or Above 50th Percentile								
	Reading			Math				
	6	7	8	6	7	8		
<b>All Students</b>								
Mammoth Middle	55	69	53	57	67	59		
MUSD	55	69	53	57	67	59		
California	50	45	41	51	46	48		
<b>Gender</b>								
Male	49	76	58	57	65	64		
Female	62	64	50	56	68	56		
<b>Language Fluency</b>								
English Learners (EL)								
Non EL	58	73	59	60	70	64		
<b>Socioeconomic Status</b>								
SED	31	31	29	31	37	36		
Non SED	71	84	65	72	78	71		
<b>Ethnicity</b>								
Caucasian	74	77	69	78	79	78		
Hispanic	26	39	26	23	26	26		

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

California Standards Test (CST) 2001, 2002, 2003 Combined % of Students Scoring at Proficient & Advanced Levels													
	Language Arts									Mathematics			
	6			7			8			6		7	
	01	02	03	01	02	03	01	02	03	02	03	02	03
<b>All Students</b>													
Mammoth Middle	46	45	50	73	51	58	45	66	49	36	40	30	42
MUSD	46	45	50	73	51	58	45	66	49	36	40	30	42
California	31	30	36	32	33	36	32	32	31	32	34	30	30
<b>Gender</b>													
Male	47	46	49	64	50	57	45	57	48	40	40	28	42
Female	44	45	52	90	52	58	45	80	49	33	40	33	42
<b>Language Fluency</b>													
English Learners (EL)	12						14						
Non EL	52	45	53	79	52	60	52	67	54	37	42	32	44
<b>Socioeconomic Status</b>													
SED	25	16	26	46	31	19	25	25	15	10	15	12	
Non SED	52	54	65	77	60	72	50	71	61	44	59	39	54
<b>Ethnicity</b>													
Caucasian	52	71	63	67	74	60	44	58	37	48			
Hispanic	12	21	25	26	8	30	6	10	19	22			

*SED - Socioeconomically Disadvantaged*  
**Summative grade-level scores are currently unavailable in Math (Grades 8-11) and Science (Grades 9-11). For course specific results, please refer to the STAR website at: <http://www.star.cde.gov>**  
**2001 testing data is unavailable from the California Department of Education.**  
*Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.*

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 Middle 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*.

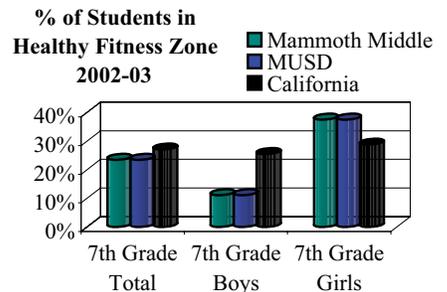
### Physical Fitness

In the spring of each year, Mammoth Middle School is required by the state to administer a physical fitness test to all students in seventh 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).

### 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



API School Results						
All Students						
	Base			Growth		
	2000	2001	2002	00-01	01-02	02-03
Percent Tested	97		N/A	100		100
API Score	778		766	712		773
Growth Target	1		2	29		7
Statewide Rank	9		8			
Similar Schools Rank	7		8			
Subgroups						
Socioeconomically Disadvantaged						
Base API Score	647		652	579		643
Growth Target	1		2	28		-9
Caucasian						
Base API Score	810		809	776		838
Growth Target	*		*	6		29
Hispanic						
Base API Score	606		604	537		625
Growth Target	1		2	59		21

**No 2001 API Base nor 2001-02 API Growth can be reported because this school has certified to the California Department of Education that during the Spring 2001 STAR testing, an adult irregularity in testing procedure occurred at the school affecting about 5 percent or more of pupils tested. Therefore, this school does not have a valid API for 2001.**  
*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.*  
*\*Subgroups attaining a score of 800 or higher are expected to maintain that level of achievement.*

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.

California Awards and Intervention Programs			
	01	02	03
Eligible for Governor's Performance Award	N/A	N/A	No
Eligible for II/USP	No	*	*
Applied for II/USP \$	No	*	*
Received II/USP \$	No	*	*

*\*II/USP was not funded in 2002 or 2003.*

## School Facilities & Safety

Mammoth Middle School provides a safe, clean environment for students, staff, and volunteers. New school facilities, completed in June 2003, are all up to date and provide adequate space for students and staff. A team of two custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. Mammoth Unified School District administers a scheduled maintenance program 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 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. Monitoring of school grounds before, during, and after school is performed by assigned staff members. All visitors must sign in at the front office 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 Middle School reviews the plan each year and updates it as needed. The plan was last reviewed with school staff at the beginning of the school year. 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 problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

Counseling & Support Services Staff			
	Number of Staff	Days Available Per Week	Full Time Equivalent
County Mental Health Counselor	1	1	0.2
Psychologist	1	2	0.4
Nurse	1	1	0.2
Speech/Language/Hearing Specialist	1	1	0.2
Adaptive PE Specialist	1	as-needed	-

The Mono County Office of Education employs staff that serves students in the following areas:

- Health Services
- Special Day Classes
- Psychological Services
- Speech Therapy
- Services for the Visually Impaired

## Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development. The following is a list of those resources:

- Youth Advisory Council
- Mono County Office of Education
- Mono County Health Department
- Mono County Mental Health
- Social Services

## Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. Twenty five teachers in the district have multiple credentials. For the 2002-03 school year, Mammoth Middle School had 14 fully credentialed teachers who met all credential requirements in accordance with state of California guidelines.

Teacher Credential Status			
	01	02	03
Fully Credentialed	13	14	14
Working Outside Subject	0	6	5
Emergency Credentials	0	0	0
Interns	0	0	0
Waivers	0	0	0
<b>Total Teachers</b>	<b>13</b>	<b>14</b>	<b>14</b>
Average Years Teaching	13.5	13.5	14.6
Average Years in District	10.9	10.7	11.6

*Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.*

Mammoth Middle 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 2002-03 school year, certificated staff consisted of 15 employees: 53.3 percent with 30+ additional units beyond their bachelor's degree and 40.0 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 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

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

## 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 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 fill the role, or teachers teach during their preparation period.

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 & Curriculum Improvement

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

The writing and implementation of Mammoth Middle 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. In addition, six minimum days are 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 2002-03 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 2002-2003 school year, Mammoth Middle School's school-based staff development topics included:

- Literacy: Reading and Writing Strategies
- Adolescent Literacy
- Data Analysis

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 2002-03 school year, the district's four support providers assisted eight participants.

The district's Peer Assistance and Review Program (PAR) is designed to improve the education for students and increase the classroom performance of teachers. The program recruits exceptional teachers to provide assistance to veteran practicing teachers, beginning practicing teachers, and voluntary participating teachers. During the 2002-03 school year, the Mammoth Unified School District had one trained and certified consulting teacher serving the district's PAR participating teachers.

## 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 Middle School is able to offer programs to meet the individual needs of its students.

Mammoth Middle School recognizes that students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program will be offered during the 2004-05 school year to students who have been recognized by their teachers as capable of high levels of achievement.

For students whose primary language is not English, and who have limited English proficiency, Mammoth Middle 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 specialized instruction.

Mammoth Middle School offers support to students whose test results indicate they need additional assistance to achieve grade level proficiency. Students may participate in Opportunity Classes, an After School Remediation Program, the Homework Club, the Young and Healthy Program, and the Peer Mediation Program, all of which 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.

Mammoth Middle 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, 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.

## Expenditures & Services Funded

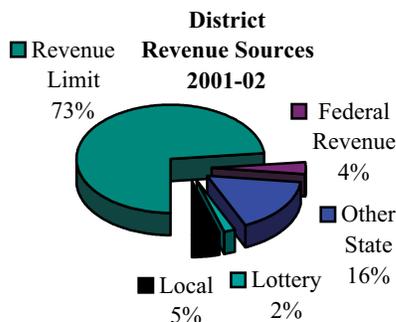
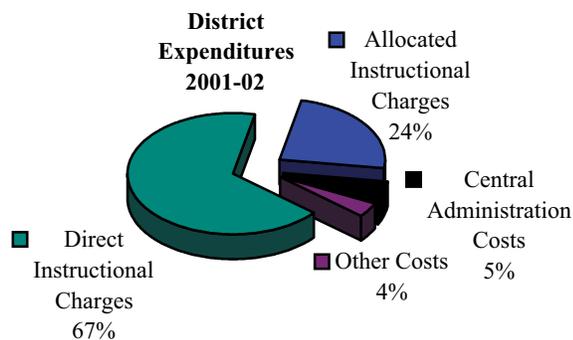
For the 2001-02 school year, Mammoth Unified School District spent an average of \$6,632 to educate each student (based on 2001-02 audited financial statements). 2002-03 state comparison data is not available through the California Department of Education. The figures shown in the table below reflect the direct cost of educational services, per average daily attendance (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*		
2001-02		
Statewide Average		
All Unified		
MUSD	School Districts	All Districts
\$6,632	\$6,767	\$6,719

*\*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 2001-02 school year, the district received approximately \$1,090 per student in federal and state aid for the following categorical, special education, and support programs:

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



## 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. 2002-03 state comparison data is not available through the California Department of Education.

Average Salary Information		
Teachers - Principals - Superintendent		
2001-02		
	MUSD	State Average
Beginning Teachers	\$35,564	\$31,721
Mid-Range Teachers	\$54,719	\$46,817
Highest Teachers	\$68,881	\$57,720
Elementary Principals	\$83,453	\$71,819
Middle School Principals	\$81,371	\$71,819
High School Principals	\$91,799	\$71,819
Superintendent	\$97,032	\$87,290

Teacher & Administrative Salaries as a Percentage of Total Budget		
Teacher Salaries	46.5%	37.4%
Administrative Salaries	6.0%	6.3%

## 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:

- Amerigas
- Rocky Mountain Chocolate Factory
- McDonald's
- Volcano Sports
- Tail Waggers
- Gomez's Mexican Restaurant
- Giovanni's Pizza
- Booky Joint
- Grumpy's Restaurant
- Mammoth Lakes Police Department
- Mammoth Lion's Club
- Mammoth Pacific
- Mammoth Middle School Organization (MMSO)
- Mammoth Noon Rotary Club
- Mammoth Sunrise Rotary Club
- Verizon
- Vons

## Contact Information

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