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Grades Nine through Twelve
Stan Halperin
Principal

www.mammothusd.org



2004-05 Board of Education

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Mammoth Unified School District

Mammoth Olympic Academy for Academic Excellence

2004-2005 School Accountability Report Card



Principal's Message

The Mammoth Olympic Academy for Academic Excellence (MOAAE) was developed to provide the option of a flexible academic schedule within which students can earn a high school diploma. The Charter School's focus is to have students become accomplished learners and productive citizens through a variety of experiences that will support their development as complex thinkers and problem solvers, capable of holistically managing life in a global economy. Parents' involvement as educational partners is encouraged at the Charter School for the success of each student. The core curriculum is based upon the California Content Standards and supports the Expected School Wide Learning Results adopted by students, parents, and the Charter School Board.

Mission Statement

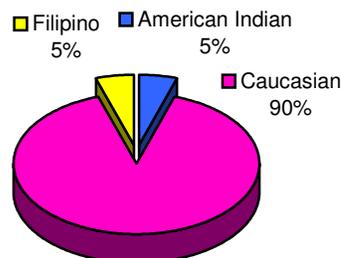
The mission of Mammoth Olympic Academy for Academic Excellence (MOAAE) is to provide high school students with the necessary academic tools to embrace the rapidly changing and diverse world as literate and productive citizens. Toward this goal, the MOAAE Charter School will guide students through innovative and student-centered approaches to teaching and learning. An integrated curriculum will be offered to assist students in their development as critical thinkers and problem solvers, capable of managing the challenges of our global society as life-long learners. The Charter School offers the option of a flexible class schedule within which to complete an accredited academic program while enabling students to concurrently pursue athletic and extra-curricular endeavors.

Community & School Profile

Mammoth Unified School District, located in Mono County, educates nearly 1,200 students in grades kindergarten through twelve on a traditional calendar system. There are currently two high schools, one middle school, one elementary school, and one charter school in the district.

Mammoth Olympic Academy for Academic Excellence opened its doors in 2003 to grades nine through twelve. Because MOAAE is a school of choice, students and student's parent may choose to select high school course work that is more appropriate for the student and his/her schedule. MOAAE offers course work that is high school related and has a partnership with local high schools, Mono County Office of Education adult education, and the local community college. If the parent(s) choose to have their student use outside course curriculum, it must meet the appropriate state standards and be reviewed by the lead teacher and Principal. Parents may choose to pay for their own selected course work curriculum, if appropriate to the requirements for high school graduation. Graduation requirements must be 230 units and correspond with the local high school requirements for graduation. Staff members meet with parents once a month to monitor their child's progress. MOAAE is committed to providing a comprehensive instructional program for all students to ensure excellence in education.

% of Student Enrollment by Ethnicity



Discipline & Climate for Learning

Students at MOAAE 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 MOAAE's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, parent conferences, newsletters, district leaflets, and individual Student Handbooks.

MOAAE'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. Consequences for behavioral problems may include expulsion, alternative placement, and possible Mammoth Lakes Police Department involvement.

The "Suspensions and Expulsions" table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions					
	MOAAE		MUSD		
	2004	2005	2003	2004	2005
Suspensions (#)	0	0	127	68	115
Suspensions (%)	0.0	0.0	10.2	5.7	9.7
Expulsions (#)	0	0	4	1	3
Expulsions (%)	0.0	0.0	0.3	0.1	0.3

Extracurricular Activities

Students are encouraged to participate in additional academic and extracurricular activities that are an integral part of the educational program. The programs at MOAAE are open to MOAAE students. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, athletic teams, and programs include:

- National Honor Society
- Interact Club
- Student Government
- Rocketry Club
- Cheerleading
- Baseball
- Basketball
- Football
- Cross Country Running
- Cross Country Skiing
- Leo Club
- Music
- Drama
- Band
- Golf
- Softball
- Volleyball
- Soccer
- Tennis
- Alpine Skiing

School Enrollment & Attendance

Schoolwide enrollment at the beginning of the 2004-05 school year was 20 students. MOAAE accepts students from neighboring districts provided space is available.

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 MOAAE. 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.

Independent study is available for students that require extended leaves from school. The school's attendance coordinator monitors student attendance daily and report excessive unexcused absences to designated authorities such as Student Study Teams (SSTs) and the county's 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.

MOAAE has had no dropouts since it opened in 2003. Intervention programs that promote attendance and help promote a low dropout rate include:

- Parent Conferences
- Alternative School
- School Attendance Review Board (SARB)

Graduation & Dropout Rates

	03-04
Graduates (#)	0
Graduation Rate (%)	0.0
Dropouts (#)	0
Dropout Rate (%)	0.0

Class Size

MOAAE maintains small class sizes and focuses on individualized instruction. Due to the nature of the flexible schedule program, the school did not have data on average class size or teaching load distribution.

Instructional Time

During the 2004-05 school year, all instructional minutes and days at MOAAE either met or exceeded state requirements. The California Education Code requires that students in grades nine through twelve receive a minimum of 64,800 minutes of instructional time annually. Students enrolled in MOAAE utilize an independent study curriculum and schedule.

For the 2004-05 school year, MOAAE offered 180 days of instruction comprised of 166 regular days and 14 minimum days used for staff development and final exams.

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 22, 2005, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks. Mammoth Unified School District follows the state board of education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption.

The textbook adoption process begins with the district Curriculum Committee consisting of administrators and teachers. The Committee identifies key elements to consider in the adoption decision-making process, establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the governing board for final adoption. The committee examines each program and selects programs to be piloted. Recommended programs are available at the school sites for teacher and parent preview. The feedback provided by teachers and parents becomes the basis for the recommendations to the board for final adoption.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year
9-12	Language Arts	Holt, Rinehart, & Winston	2003
9-12	Language Arts	Harcourt Education	1993
9-12	Algebra I	McDougal Littell	1997
9-12	Geometry	McDougal Littell	1997
9-12	Algebra II	McDougal Littell	1997
9-12	Pre-Calculus	McGraw Hill	1994
9-12	Chemistry	Holt, Rinehart, & Winston	2002
9-12	Biology	Holt, Rinehart, & Winston	1998
9-12	Earth Science	Holt, Rinehart, & Winston	2002
9-12	Physics	Glencoe	1995
9-12	World History	Houghton Mifflin	2002
9-12	Geography	McGraw Hill	2001
9-12	American Government	Houghton Mifflin	2001
9-12	Political Science	Center for Civic Education	1997

Computer Resources

	03-04	04-05
Computers	7	13
Students per computer	1.1	1.5
Classrooms connected to Internet	1	13

School Facilities & Safety

The MOAAE program is housed in two classrooms within the Sierra Park Annex located on the Mammoth High School campus. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of September 28, 2005.

Safety

Safety of students and staff is a primary concern of MOAAE. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis.

All visitors must sign in at the front office and sign out upon leaving. During lunch, recesses, and before and after school, assigned staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

In 1998, the Comprehensive Safety Plan was developed by the district in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines. MOAAE reviews the plan each year and updates it as needed. The plan was last updated in 2003 and reviewed with school staff in 2003. An updated copy of the plan is available to the public at the school and district offices.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order. As of September 28, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

School Facility Conditions

Facilities information current as of: September 28, 2005

Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

Cleaning Process and Schedule

The district has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2005-06 school year, the district budgeted \$54,000 for the deferred maintenance program. This represents 0.5% of the district's general fund budget.

Deferred Maintenance Projects

There were no deferred maintenance projects scheduled for this school for the 2005-06 school year. The district's complete deferred maintenance plan is available at the district office.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the evaluation of the quality instructional program at MOAAE. 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.

No Child Left Behind

The federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet state academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 22.3% of high school students must be proficient in English and 20.9% must be proficient in Math.
- At least 95% of students must take state standards tests.
- Schools must show improvement in the Academic Performance Index (API).

MOAAE met all of the 2005 AYP criteria. Because the school does not receive Title I funding, it is not subject to Program Improvement requirements. More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the *Mammoth Unified School District Report Card*.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Because MOAAE had fewer than 11 valid test scores for the past two years, no valid API scores could be calculated.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Adequate Yearly Progress

California High School Exit Examination (CAHSEE)				
English/Language Arts				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		22.3%	
All Students	Met Yes*	Met Yes*	Met Yes*	Met Yes*
Math				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		20.9%	
All Students	Met Yes*	Met Yes*	Met Yes*	Met Yes*

Very small schools with fewer than 11 valid scores have adjusted AYP criteria to account for the very small number of test scores. These schools and LEAs met the adjusted AYP criteria using alternative calculations.

Federal Awards & Intervention Programs

	2004	2005
Recognition for Title I Achievement	N/A	N/A
Identified for Program Improvement	N/A	N/A
Exited Title I Program Improvement	N/A	N/A
Number of Years in Program Improvement	N/A	N/A

California Standards Tests

The California Standards Tests (CST) is administered to all students in the spring to determine student performance in relation to the state content standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test (CST)																					
2004, 2005																					
Combined % of Students Scoring at Proficient and Advanced Levels																					
Language Arts		Algebra I		Geometry		Algebra II		Summative H.S. Math		World History		U.S. History		Biology		Chemistry		Earth Science		Physics	
04	05	04	05	04	05	04	05	04	05	04	05	04	05	04	05	04	05	04	05	04	05
Ninth Grade																					
All Students																					
Tenth Grade																					
All Students																					
Eleventh Grade																					
All Students																					
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.																					

California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is a standardized test that compares a student or group of students with a “norm” group from around the country. Reading and Math results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to district and state level results. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

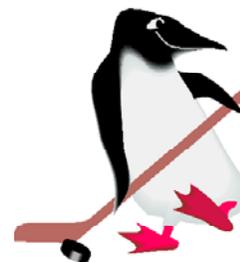
CAT/6 Norm Referenced Test												
2003, 2004												
% At or Above 50th Percentile												
Subject Area	Reading						Math					
	9		10		11		9		10		11	
Grade Level	03	04	03	04	03	04	03	04	03	04	03	04
Year Ending												
All Students												
Mammoth Olympic Academy												
MUSD	70	68	65	66	67	60	62	52	54	71	63	52
California	50	48	49	49	47	47	46	46	51	52	46	46
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.												

Physical Fitness

In the spring of each year, MOAAE is required by the state to administer a physical fitness test to all students in ninth 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). Due to the moderate number of students tested, fitness scores are not disclosed for MOAAE.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam (CAHSEE) is a State-mandated test to measure student abilities in math and language arts. Starting with the class of 2006, all general education students must pass both components of the CAHSEE in order to graduate from high school. Starting with the class of 2007, all students with a valid Individual Education Plan (IEP) must pass both components of the CAHSEE in order to graduate. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the two portions of the test during their sophomore, junior, and senior years. Once a student passes a portion of the test, he/she will not have to test in that area again. Administration of the test initiated in the 2001-02 school year. Proficiency scores from the test are currently being used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this card.



College Preparation

Students at MOAAE may utilize the college preparation activities and programs available at Mammoth High School. The program is enhanced by supplemental programs sponsored by community groups. For more information, contact the school counselor at Mammoth High School.

MOAAE students also take advantage of The Career Center at Mammoth High School. The Center sponsors visits from college representatives and offers workshops to assist students in the college application and the financial aid application processes. The school counselor and academic guidance specialist meet with students to map out educational plans based on post-secondary educational goals.



Work Force Preparation

It is the goal of MOAAE that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to the students to ensure work-readiness skills.

Students in grades nine through twelve may receive counseling at Mammoth High School regarding career paths and courses of study. Counselors expose students to a broad array of career opportunities and facilitate selection of a career path based on individual interests, goals, strengths, and abilities. Through Mammoth High School, students may participate in a work experience class, a workability program involving the services of six businesses, or utilize the Coin Career Community, an internet resource program for students and parents that offers career and college information. Seniors have the opportunity to shadow members of the Rotary Club and the Lions Club in a variety of industries.

MOAAE students may take career-path related classes through the Regional Occupational Program (ROP) at Mammoth High School. Mono County is working to develop its own ROP program that meets the needs of this community. Courses offered include food-related careers and Auto Tech. Speakers from the community, job shadowing and work experience, use of technology, career-related research projects, and community service projects are made available for the students to heighten awareness of options for education, training, and employment beyond high school.

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. Students have access to all counseling services available at Mammoth High School.

Counseling & Support Services Staff

Title	Number of Staff	Full Time Equivalent
Counselor		As needed

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, MOAAE is able to offer programs to meet the individual needs of its students. As a school of choice, students who are unable to meet the standards of the educational program at MOAAE may be transferred to a different school in the district.

Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, MOAAE had one fully credentialed teacher who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status

	04	05
Fully Credentialed	1	1
Emergency Credentials	0	0
Interns	0	0
Waivers	0	0
Total Teachers	1	1
Working Outside Subject Area	0	0
Average Years Teaching	31.0	32.0
Average Years in District	27.0	28.0

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire semester or year.

Misassignments/Vacancies

	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by 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. Please note: 100% of MOAAE students learn on an independent study program. District-level information for comparison may be found in the *Mammoth Unified School District Report Card*.

Teacher Education Levels

2004-05

Mammoth Olympic Academy

Doctorate	0.0%
Master's Degree +30*	0.0%
Master's Degree	0.0%
Bachelor's Degree +30*	100.0%
Bachelor's Degree	0.0%
Less Than Bachelor's	0.0%
None Reported	0.0%

*Indicates additional hours above and beyond 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; and Developing as a Professional Educator.

Substitute Teachers

The Mammoth Unified School District has approximately 23 substitute teachers in their current substitute pool. The district requires all substitutes to be either a retired teacher, have a Bachelor's degree, have passed the CBEST exam, or have an emergency credential. The district experiences difficulty finding substitute teachers to fill its needs due to its remote location. On occasions when a substitute teacher is not available, school administrators or teachers during their prep 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.

Training & Curriculum Improvement

All training and curriculum development at MOAAE 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 MOAAE'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.

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 2004-05 included Guided Language Acquisition Design (GLAD) and Effective Programs and Strategies for Second Language Learners. Schools supplement district programs with training and activities specific to the needs of their staff.

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.

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.

School Leadership

Leadership at MOAAE is a responsibility shared among district administration, school administration, instructional staff, students, and parents. Principal Stan Halperin has led the school since it opened in 2003. He brings to the school more than 31 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 entire school staff, which meets regularly to focus on schoolwide curricular and administrative issues. Other leadership groups on campus include: School Site Council, Student Study Team and district Parent Advisory Team.

The district Parent Advisory Team consists of parents and staff who are dedicated to improving the educational program in the district. MOAAE teachers represent its staff on a variety of districtwide committees.

Community Involvement

Parents and the community are very supportive of the educational program at MOAAE. Numerous programs and activities are enriched by the generous contributions made by various community organizations.

Contact Information

Parents who wish to participate in MOAAE's leadership teams, school committees, school activities, or become volunteers may contact Lead Teacher Martin Zemanek at (760) 934-7636.



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 2003-04 school year. In 2003-04, Mammoth Unified School District spent an average of \$7,310 to educate each student (based on 2003-04 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* 2003-04

Mammoth Unified School District	Statewide Average	
	All Unified School Districts	All Districts
\$7,311	\$6,987	\$6,919

*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 2003-04 school year, the district received approximately \$1,531 per student in federal and state aid for the following categorical, special education, and support programs:

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

Salary & Budget Comparison

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

Average Salary Information Teachers - Principal - Superintendent 2003-04

	MUSD	State Average
Beginning Teachers	\$35,711	\$33,293
Mid-Range Teachers	\$54,992	\$48,524
Highest Teachers	\$69,226	\$61,782
Elementary Principals	\$77,495	\$75,854
Middle School Principals	\$85,490	\$80,732
High School Principals	\$87,376	\$81,497
Superintendent	\$111,500	\$100,823

Salaries as a Percentage of Total Budget

Teacher Salaries	44.4%	36.4%
Administrative Salaries	5.6%	6.5%

MAMMOTH OLYMPIC ACADEMY FOR ACADEMIC EXCELLENCE

EXPECTED SCHOOL-WIDE LEARNING RESULTS

The students of Mammoth Olympic Academy for Academic Excellence will learn:

EFFECTIVE COMMUNICATION BY:

- Reading, writing, speaking and listening through various mediums using standard English conventions.
- Conveying and interpreting concepts, ideas and emotions through alternate modes of communication.

HIGHER ORDER THINKING SKILLS BY:

- Demonstrating the skills to observe, identify, analyze, synthesize and apply information.
- Using logical processes for effective problem solving.

THE ACADEMIC CURRICULUM BY:

- Meeting or exceeding MUSD and state curricular standards.
- Learning to apply knowledge to real-life situations.
- Participating in a liberal arts education.

TECHNOLOGICAL COMPETENCE BY:

- Demonstrating operational skills with technological equipment and devices.
- Utilizing technology, which relates to curricula and enhances learning.

EFFECTIVE CITIZENSHIP BY:

- Abiding by social norms of behavior.
- Contributing to society through such vehicles as community service.
- Demonstrating knowledge of diversity, which fosters understanding of individual and cultural differences.

LIFE SKILLS BY:

- Developing practical living skills, which include time management skills, and consumer skills.