

Mammoth Unified School District

Mammoth Elementary School

"Quality Education"

2004-2005 School Accountability Report Card

2600 Meridian Boulevard
Mammoth Lakes, CA 93546-3209
(760) 934-7545

Kindergarten through Fifth Grade
Stacey Adler
Principal

www.mammothusd.org

2004-05 Board of Education

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Mary Heller, Clerk
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Principal's Message

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

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

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

Mission Statement

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

Community & School Profile

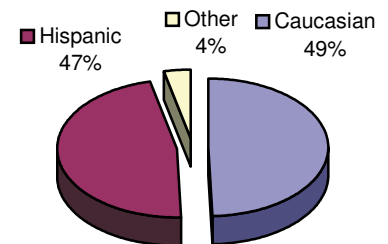
Mammoth Unified School District, located in Mono County, educates nearly 1,200 students in grades kindergarten through twelve on a traditional calendar system. There are currently two high schools, one middle school, and one elementary school in the district.

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

Discipline & Climate for Learning

Students at Mammoth Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Mammoth Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Consequences may include student/teacher conference, parent/teacher conference, referral, loss of recess privileges, time out, student/principal conference, student/parent/principal conference, suspension, or expulsion. In the 2004-05 school year, the school implemented in-house detention for poor behavior. Rules are posted in English and Spanish in each classroom. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, parent conferences, the Monthly Messenger, and individual parent handbooks.

% of Student Enrollment by Ethnicity



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.

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

Suspensions & Expulsions						
	Mammoth ES			MUSD		
	2003	2004	2005	2003	2004	2005
Suspensions (#)	8	6	8	127	68	115
Suspensions (%)	1.4	1.1	1.5	10.2	5.7	9.7
Expulsions (#)	0	0	0	4	1	3
Expulsions (%)	0.0	0.0	0.0	0.3	0.1	0.3

Extracurricular Activities

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

- Sign Language
- Cafeteria Clean-Up Crew
- Reader's Theater
- School Newspaper
- Husky Club Child Care Program
- After School Enrichment Classes
- Healthy Start Families Program
- Alpine Ski Team
- Snowboarding Team
- Drawing
- Painting
- Sculpture
- Hawaiian Dance
- Music
- Student Council
- Homework Club
- Nordic Ski Team

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

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

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

School Enrollment & Attendance

Schoolwide enrollment at the beginning of the 2004-05 school year was 536 students. Mammoth Elementary School accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size.

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Mammoth Elementary School. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are

advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities such as the School Attendance Review Board. Parents are notified of absences through phone calls, letters, parent conferences, and home visits.

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

Instructional Time

During the 2004-05 school year, all instructional minutes and days offered at Mammoth Elementary School either met or exceeded state requirements. For the 2004-05 school year, Mammoth Elementary School offered 180 days of instruction comprised of 166 regular days and 14 minimum days used for staff development, parent conferences, the day before winter break, and the last day of school.

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
K	36,000	48,970
1st-2nd	50,400	48,970
3rd	50,400	58,250
4th-5th	54,000	58,250

Class Size

Mammoth Elementary School maintained a schoolwide average class size of 23 students for the 2004-05 school year. The "Class Size Distribution" table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution												
	Average Class Size			Classrooms Containing:									
	03	04	05	1-20			21-32			33+			
K	22	18	19	3	5	4	1	0	0	0	0	0	0
1st	20	19	19	2	5	3	2	0	2	0	0	0	0
2nd	21	21	20	4	1	4	1	3	0	0	0	0	0
3rd	20	19	19	6	6	5	0	0	0	0	0	0	0
4th	31	31	26	0	0	0	3	3	3	0	0	0	0
5th	33	32	33	0	0	0	0	2	1	3	1	2	

The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. For the past three years, 100% of all grades K-3 classrooms at Mammoth Elementary School participated in CSR.

School Facilities & Safety

Built in 1985, Mammoth Elementary School is situated on 18 acres. The school buildings span 54,600 square feet, consisting of classrooms, a multipurpose room, a library, restrooms, administrative offices, and storage rooms. 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 Mammoth Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis.

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

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

School Leadership

Leadership at Mammoth Elementary School is a responsibility shared among district administration, school administration, instructional staff, students, and parents. Principal Stacey Adler has led the school for four years, backed by more than 18 years in education. All members of the school community are committed to a shared schoolwide vision, which creates a strong foundation toward academic success for all students. The principal oversees the day-to-day operations of the school. Coordinating with the principal is the School Site Council, which meets regularly to focus on schoolwide curricular and administrative issues. Other leadership groups on campus include the Principal's Advisory Committee, English Learners Advisory Committee (ELAC), Parent Teacher Organization, and the Superintendent's Parent Advisory Team. The Superintendent's Parent Advisory Team consists of parents and staff who are dedicated to improving the educational program in the district. Mammoth Elementary School teachers represent its staff on a variety of districtwide committees, such as the Curriculum Committee, Multicultural/English Learner Committee, and the district's Leadership Team.

Community Involvement

Parents and the community are very supportive of the educational program at Mammoth Elementary School. Numerous programs and activities are enriched by the generous contributions made by: Parent Teacher Organization (PTO), ELAC, Mono County Office of Education, Starbucks, Rotary Club, Turner Propane, and private donations from local residents.

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

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

Student Achievement & Testing

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

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; 24.4 % of elementary and middle school students must be proficient in English and 26.5% 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).

Schools receiving Title I funds that do not meet the AYP standards face several consequences. Students may receive additional tutoring or school staff may be replaced. Students would also be allowed to transfer to other schools within their district that meet AYP and the former school would be required to provide transportation to the new site. After two consecutive years of failing to meet AYP in a particular subgroup, the school may be identified for Title I Program Improvement (PI). Schools can be categorized as a PI school for a maximum of five years before the State takes drastic measures to improve the performance of the school. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). Mammoth Elementary School did not meet all of the 2005 AYP criteria.

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.

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.

Adequate Yearly Progress				
California Standards Test (CST)				
English/Language Arts				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		24.4%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	No	No
SED [^]	Yes	Yes	No	No
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	No	No
Math				
Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
Target	95%		26.5%	
	Met	Met	Met	Met
All Students	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	No	Yes
SED [^]	Yes	Yes	Yes	No
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	No	Yes

[^]SED - Socioeconomically Disadvantaged

API School Results							
	Base				Growth		
	2002	2003	2004		2003	2004	2005
All Students							
Percent Tested	97	99	99	Percent Tested	99	99	99
API Score	676	708	723	API Growth Score	705	717	758
Growth Target	6	5	4	Actual Growth	29	9	35
Statewide Rank	5	5	5	Eligible for Awards	Not funded		
Similar Schools Rank	1	1	2	Eligible for II/USP			
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	541	547	585	API Growth Score	544	576	593
Growth Target	5	4	3	Actual Growth	3	29	8
Caucasian							
Base API Score	780	814	841	API Growth Score	812	840	875
Growth Target	5	*	*	Actual Growth	32	26	34
Hispanic							
Base API Score	504	534	556	API Growth Score	531	543	605
Growth Target	5	4	3	Actual Growth	27	9	49

***Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.**

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.

Federal Awards & Intervention Programs

	2003	2004	2005
Recognition for Achievement (Title I)	No	No	No
Identified for Program Improvement	Yes	Yes	Yes
Exited Title I Program Improvement	No	No	No
Number of Years in Program Improvement	1	2	3

California Standards Test (CST) 2003, 2004, 2005 Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Math Standards			Science (5th)		
	03	04	05	03	04	05	03	04	05
	Second Grade								
All Students	36	24	32	64	49	61			
Females	44	23	33	56	44	51			
Males	27	26	30	73	55	73			
English Learners	9	3	9	26	14	27			
Non English Learners	47	39	35	81	75	66			
SED [^]	4	5	10	32	23	42			
Caucasian	49	41	59	86	75	88			
Hispanic or Latino	4	3	8	25	10	33			
Third Grade									
All Students	30	29	34	35	36	51			
Females	25	33	33	25	32	40			
Males	36	25	35	45	42	63			
English Learners	0	4	5	6	21	24			
Non English Learners	48	44	57	52	46	72			
SED [^]	8	4	0	13	21	12			
Caucasian	50	43	56	56	48	71			
Hispanic or Latino	5	7	5	7	23	23			
Fourth Grade									
All Students	51	40	56	36	35	53			
Females	55	37	56	35	28	51			
Males	45	44	56	38	42	53			
English Learners	11	5	22	6	3	26			
Non English Learners	60	67	77	43	60	68			
SED [^]	19	16	12	9	9	18			
Caucasian	70	67	79	48	62	74			
Hispanic or Latino	13	12	21	13	5	21			
Fifth Grade									
All Students	41	50	42	47	51	44	41	41	
Females	42	58	42	52	60	35	47	33	
Males	39	41	42	42	41	52	33	49	
English Learners	3	11	7	15	16	11	8	5	
Non English Learners	60	75	70	65	73	70	62	71	
SED [^]	12	21	4	21	21	4	17	0	
Special Education		45		45					
Caucasian	65	75	71	67	75	71	65	71	
Hispanic or Latino	8	15	10	20	20	14	10	8	

[^]SED - Socioeconomically Disadvantaged

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

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).

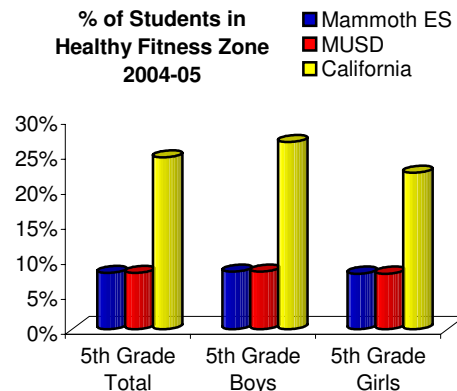
Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

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/>.

Physical Fitness

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



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, 2005 % At or Above 50th Percentile																								
Subject Area Grade Level Year Ending	Reading									Math														
	2			3			4			5			2			3			4			5		
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05
All Students																								
Mammoth ES	50	39		33	42	36	45	37		47	43		63	52		35	45	54	44	42		51	57	
MUSD	50	39		33	42	36	45	37		47	43		63	52		35	45	54	44	42		51	57	
California	46	47		34	35	36	35	36		40	41		57	59		52	54	55	48	49		49	50	
Subgroups																								
Females	54	38		33	46	33	53	28		53	47		51	43		29	38	44	40	30		52	63	
Males	46	40		34	38	39	35	47		36	39		76	60		43	54	65	49	53		50	50	
SED [^]	24	14		6	17	0	16	14		23	16		32	33		13	29	12	16	18		26	26	
English Learners	22	12		0	14	5	11	3		6	8		35	19		6	35	24	17	8		15	21	
Non English Learners	62	60		53	58	60	53	63		68	66		75	74		53	54	77	51	67		70	80	
Special Education											36												55	
Caucasian	63	62		54	61	62	62	64		69	67		78	75		54	55	79	59	69		71	82	
Hispanic or Latino	21	10		7	12	5	13	7		18	12		33	20		11	38	23	17	12		23	24	

[^]SED - Socioeconomically Disadvantaged

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

Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, Mammoth Elementary School had 29 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	03	04	05
Fully Credentialed	29	29	29
Emergency Credentials	0	0	0
Interns	0	0	0
Waivers	0	0	0
Total Teachers	29	29	29
Average Years Teaching	14.1	13.7	14.5
Average Years in District	10.7	10.2	10.9

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 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. At the start of the 2004-05 school year, 19.2% of core academic classes at Mammoth Elementary School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Mammoth Unified School District Report Card*.

Teacher Education Levels 2004-05	
	Mammoth ES
Doctorate	0.0%
Master's Degree +30*	17.2%
Master's Degree	6.9%
Bachelor's Degree +30*	72.4%
Bachelor's Degree	3.4%
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
- Developing as a Professional Educator

Substitute Teachers

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

Training & Curriculum Improvement

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

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 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 variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Six minimum days are also used for districtwide staff development.

Mammoth Unified School District offers a wide variety of additional support and professional development opportunities for its teachers, administrators, classified staff, and substitutes. 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. During the 2004-05 school year, Mammoth Elementary School's school-based staff development topics included:

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

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

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

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.

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.

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

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

	Computer Resources		
	02-03	03-04	04-05
Computers	86	90	35
Students per computer	6.4	6.1	15.3
Classrooms connected to Internet	32	35	35

Counseling & Other Support Services

It is the goal of Mammoth Unified School District to assist students in their social and personal development as well as in academics. The district provides special attention to students who experience achievement or behavioral difficulty.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	1	0.5
Psychologist	1	0.4
Nurse	1	1.0
Speech/Language Specialist	1	1.0
Adaptive PE Specialist	1	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, Mammoth Elementary School is able to offer programs to meet the individual needs of its students.

The Gifted and Talented Education (GATE) program is offered to students in grades three through five who have been recognized by their teachers as capable of high levels of achievement. At Mammoth Elementary School, GATE students receive differentiated instruction within their regular classroom environment, and may participate in after-school courses and guest presentations.

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

English Language Learners (ELL) are assigned to appropriately credentialed teachers and provided English Language Development (ELD) instruction for at least 30 minutes each day. Teachers utilize Specially Designed Academic Instruction In English (SDAIE) strategies to develop language skills. The aim of the school is to have all students transition into the regular language arts classroom by the third grade. Three full-time bilingual aides are also available to students who require additional assistance.

Students with special needs receive additional assistance which may include sessions with a resource specialist, placement in a Special Day Class, enrollment in an Early Intervention Preschool Program, and/or additional assistance from the school's speech/language specialist and adaptive PE specialist. Mono County and Mammoth Unified School District work cooperatively through the Special Education Program to facilitate the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation.

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:

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

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%

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.