

MAMMOTH UNIFIED SCHOOL DISTRICT  
***Mammoth Olympic Academy***  
***for Academic Excellence***

365 Sierra Park Road  
P.O. Box 3509  
Mammoth Lakes, CA 93546  
(760) 934-7636

Ninth through Twelfth Grade

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

**2007-2008 School Accountability Report Card**

*Published in the 2008-09 School Year*

**School Administration**

Frank Romero, Ph.D.

*Principal*



**Board of Education**

Mary Canada

*President*

Shana Stapp

*Clerk*

Joseph Bottom

*Member*

Gwendolyn Davis

*Member*

Greg Newbry

*Member*

**District Administration**

Frank Romero, Ph.D.

*Superintendent*

Jim Maxey

*Business Manager*

Richard Bailey

*Director of Maintenance,  
Operations, and Transportation*

**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.

**School Profile**

Mammoth Unified School District, located in Mono County, educates approximately 1,200 students in grades kindergarten through twelve on a traditional calendar system. There are currently two high schools, one charter school, one middle school, and one elementary 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. In the 2007-08 school year, the school served 30 students.

**Student Enrollment by Ethnic Group**

2007-08	
	Percentage
African American	0.0%
American Indian	0.0%
Asian	0.0%
Caucasian	76.7%
Filipino	0.0%
Hispanic or Latino	23.3%
Pacific Islander	0.0%
Multiple or No Response	0.0%

In November 2005, another program was added to the district through MOAAE. This voluntary “Newcomer Program” was designed to meet the needs of older students (ages 15 -17) entering the district with gaps in their education and lacking the English skills to be successful in a comprehensive high school.

Planned as a “pass through” program, students are given intensive instruction in English, math, and writing for up to two semesters. As soon as students are capable of meeting the exiting criteria they are expected to enroll into one of the other secondary programs offered by the district. The size of the class, the individualized instruction, and flexibility in obtaining credits toward a diploma are major benefits offered by this program. Due to the “pass through” nature of the program, newcomer students may not be reflected in the testing data reported in the SARC.

## 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					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0	0	0	118	114	175
Suspension Rate	0.0%	0.0%	0.0%	9.7%	9.5%	14.6%
Expulsions	0	0	0	7	7	4
Expulsion Rate	0.0%	0.0%	0.0%	0.6%	0.6%	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
- Alpine Skiing
- Cheerleading
- Baseball
- Basketball
- Football
- Cross Country Running
- Cross Country Skiing
- Leo Club
- Music
- Drama
- Band
- Golf
- Softball
- Volleyball
- Soccer
- Tennis

## Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, MOAAE had two fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Please note: 100% of MOAAE students learn on an independent study program.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	1	2	2	68
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	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.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered “Highly Qualified.” Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	97.0%	3.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

## Staff Development

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.

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.

## Dropout & Graduation Rates

MOAAE accepts students from neighboring districts provided space is available. 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.

The school's attendance coordinator monitors student attendance daily and report excessive unexcused absences to designated authorities such as Student Study Teams (SSTs). Data from the 2006-07 school year is the most recent data available.

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			
	04-05	05-06	06-07
Dropout Rate	0.00%	0.00%	14.29%
Graduation Rate	100.00%	100.00%	100.00%

## Class Size

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

## 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 September 22, 2008, 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	Sufficient	% Lacking	
11th-12th	English/ Language Arts	Harcourt	1993	Yes	0.0%	
9th-10th	English/ Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%	
9th-12th	Foreign Language	Prentice Hall	2000	Yes	0.0%	
9th-12th	Health	Glencoe/ McGraw Hill	1997	Yes	0.0%	
9th-12th	History/Social Studies	Houghton Mifflin	2001	Yes	0.0%	
9th-12th	History/Social Studies	Houghton Mifflin	2002	Yes	0.0%	
9th-12th	History/Social Studies	McGraw-Hill	2001	Yes	0.0%	
9th-12th	Mathematics	McDougal Littell	1997	Yes	0.0%	
9th-12th	Mathematics	McGraw-Hill	1994	Yes	0.0%	
9th-12th	Science	Holt, Rinehart & Winston	1998	Yes	0.0%	
9th-12th	Science	Holt, Rinehart & Winston	2002	Yes	0.0%	

## Additional Internet Access/Public Libraries

The Mono County Free Library provides free internet access to all community members, including students of the Mammoth Unified School District. There are a small number of local businesses that provide a Wi-Fi network to patrons wishing to connect to the internet using their personal equipment.

## Data Sources

Data within the SARC was provided by Mammoth Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## 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. Based on student needs and assessment results, teachers determine the appropriate instructional modification strategies and possible at-risk intervention programs.

In addition to district-established performance objectives, the state and federal governments have set standards for student achievement. A school's progress in meeting or exceeding those standards is measured through the results of testing and other criteria. These measures include Adequate Yearly Progress and the state's Academic Performance Index.

### Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	Yes	No	Yes	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
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API School Results	Yes		Yes	
Graduation Rate	Yes		No	

### Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2007-2008
Year in PI (2008-09)	-	Year 2
# of Schools Currently in PI	-	1
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### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000 with a statewide target of 800. Detailed information about the API can be found at the CDE website at <http://www.cde.ca.gov/ta/ac/ap/>. The adjacent table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all school in the State, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the State. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	9	9	7	
Similar Schools Rank	N/A	N/A	N/A	
All Students				
Actual Growth	31	-77	116	847

N/A - Means a number is not applicable or not available due to missing data.

## California Standards Test

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English/language arts and mathematics in grades 2-11; science in grades 5, 8, 9, 10, and 11; and history/social science in grades 8, 10, and 11. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The State target for every student is to score at the Advanced or Proficient level. 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, including the percent of students not tested, can be found at the California Department of Education's website at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

California Standards Test									
Subject	School			District			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
English/Language Arts	52	83	59	44	41	46	42	43	46
Mathematics	12	6	14	37	35	41	40	40	43
Science	41		*	48	47	48	35	38	46
History/Social Science	23	20	*	38	37	41	33	33	36

California Standards Test (CST) Subgroups				
	English/ Language Arts	Mathematics	Science	History/ Social Science
Male	*	*	*	*
Female	*	*	*	*
Hispanic or Latino	91	18	*	*
English Learners	*	*	*	
Socioeconomically Disadvantaged	*	*	*	

\*When fewer than 10 students are tested in a grade level or subgroup, scores are not disclosed.

## Physical Fitness

In the spring of each year, Mammoth Olympic Academy for Academic Excellence is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

## California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The most recent data available is from the 2006-07 school year. To protect student privacy, scores are not shown when the number of students is 10 or less. **Please note: The score a student must achieve to be considered Proficient as reported in the SARC is different than the passing score for the state's graduation requirement.**

\*Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

	CAHSEE By Subject								
	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	*	73.1	49.0	81.8	72.0	51.1	*	53.2	48.6
Mathematics	*	50.7	45.2	81.8	63.9	46.8	*	57.9	49.9

### Percentage of Students in Healthy Fitness Zone

#### 2007-08 Test Results

##### 9th Grade

##### School

School Overall	*
School (Boys)	*
School (Girls)	*

##### District

District Overall	30.6%
District (Boys)	26.7%
District (Girls)	35.0%

##### State

State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%

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

## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "\*" means that the student group is not numerically significant.

### Completion of High School Graduation Requirements

	School	District	State
All Students	100.0%	94.0%	*
Caucasian	100.0%	98.0%	*

\* Statewide data was not available at the time of publication.

## College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit [www.ucop.edu/pathways](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

## 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.

## UC/CSU Course Completion

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.

Students at MOAAE are encouraged to study specific courses if they plan to attend a four-year university. All students must pass each required course with a grade no lower than "C" each semester. The chart illustrates the proportion of UC/CSU required courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes). The most recent data available at the time of publication was from the 2006-07 school year.

### UC/CSU Course Enrollment

	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	33.3%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

\* Duplicated Count (one student can be enrolled in several courses).

## Workforce Participation

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 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. *No students at MOAAE participated in Career Technical Education during the 2007-08 school year.*

## Counseling & Support Staff

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		
	Number of Staff	Full Time Equivalent
Academic Counselor	1.0	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.

## School Facilities

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 June 4, 2008.

School Facility Conditions				
Date of Last Inspection: 06/04/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety		X		Mammoth Olympic Academy for Academic Excellence - Ongoing modernization and cleanup of classroom and storage areas.
Electrical (Interior and Exterior)		X		Mammoth Olympic Academy for Academic Excellence - Electrical upgrades as more computers are in use.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

## 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.

## Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are cleaned daily. 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 2008-09 school year, the district budgeted \$62,000 for the deferred maintenance program. This represents 0.4% of the district's general fund budget.

## Deferred Maintenance Projects

There are no deferred maintenance projects scheduled for this school for the 2008-09 school year. The district's complete deferred maintenance plan is available at the district office.

## Safe School Plan

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 and reviewed with school staff in November 2008. An updated copy of the plan is available to the public at the school and district offices.

## School Leadership

Leadership at MOAAE is a responsibility shared among district administration, school administration, instructional staff, students, and parents. Principal Frank Romero joined the school in the fall of 2008. He brings to the school more than 36 years of experience in education, with eight years in administration. 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.

### Parent & 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 James Barnes at (760) 934-7636.

### District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2006-07 school year. The figures shown in the Expenditures Per Pupil table 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.

Expenditures per Pupil	
<b>School</b>	
Total Expenditures Per Pupil	\$6,308
From Restricted Sources	\$0
From Unrestricted Sources	\$6,308
<b>District</b>	
From Unrestricted Sources	\$5,769
Percentage of Variation between School & District	9.34%
<b>State</b>	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	19.02%

### District Revenue Sources

For the 2006-07 school year, the district received approximately \$2,209 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
- Title I Program

### Teacher & Administrative Salaries as a Percentage of Total Budget

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 unified school districts having between 1,000 and 4,999 average daily attendance throughout the state.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$39,810	\$36,658
Mid-Range Teachers	\$61,253	\$53,646
Highest Teachers	\$77,108	\$69,646
Elementary School Principals	\$84,634	\$85,019
Middle School Principals	\$86,699	\$85,660
High School Principals	\$90,827	\$91,134
Superintendent	\$124,194	\$110,844
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.3%	35.2%
Administrative Salaries	5.4%	6.4%

### School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$56,030
District	\$59,928
Percentage of Variation	6.50%
School & State	
All Unified School Districts	\$54,955
Percentage of Variation	1.96%

