

Mammoth Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Mammoth Elementary School
Street	1500 Meridan Blvd./PO Box 3209
City, State, Zip	Mammoth Lakes, CA 93546-3209
Phone Number	760.934.7545
Principal	Patrick Healy
Email Address	Phealy@mammothusd.org
Website	mes.mammothusd.org
County-District-School (CDS) Code	26736926025969

Entity	Contact Information
District Name	Mammoth Unified School District
Phone Number	760.934.6802
Superintendent	Jennifer Wildman
Email Address	jwildman@mammothusd.org
Website	www.mammothusd.org

School Description and Mission Statement (School Year 2019-20)

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 deserves a rich education in all subjects. The hard-working staff is both skilled and dedicated to the success of our students, and we are fortunate to have a staff of experienced and knowledgeable teachers eager to make a difference for our students. Every one of our staff members shows genuine concern about every student and strives to provide the best possible educational experience for every student. Our children receive rigorous, standards-based instruction, and teachers meet frequently to analyze student assessment data and to discuss student achievement and the instructional program.

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 educational assemblies, student musical performances, classroom and grade-level activities, monthly PTO Meetings, 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.

The entire staff at Mammoth Elementary School is engaged in a process to develop, refine, and sustain a schoolwide instructional focus in the area of English Language Arts that will provide continuity of instruction from TK to grade 5. Furthermore, Mathematics instruction is a priority for our teachers, who deliver a common-core aligned program that focuses on problem-solving and performance tasks. English Language Development and Academic Language Development is provided to each student, every day. Our professional development is designed around instructional needs.

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.

School Profile

Mammoth Elementary School, located in Mono County, educates approximately 530 students, of diverse linguistic and ethnic backgrounds, in Transitional Kindergarten through grade five on a traditional calendar system. Mammoth Elementary School is committed to providing a strong instructional program for all students to ensure that every child receives a rigorous foundation of college and career preparation.

Patrick Healy,
Principal

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	106
Grade 1	91
Grade 2	77
Grade 3	87
Grade 4	89
Grade 5	90
Total Enrollment	540

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
Asian	1.3
Hispanic or Latino	62.6
White	34.1
Two or More Races	1.9
Socioeconomically Disadvantaged	60.6
English Learners	28
Students with Disabilities	6.9
Foster Youth	0.2
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25.4	26	26.4	65.09
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 11, 2019

Mammoth Unified School District ensures that sufficient and current textbooks and materials are available to support the school's instructional programs. Mammoth Unified School District held a public hearing on September 21, 2017, 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. Every student is given their own individual common core 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 Common Core State Standards.

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	benchmark Adopted 2018	Yes	0.0%
Mathematics	Go Math Adopted 2014	Yes	0.0%
Science	Scott Foresman California Science Adopted 2009	Yes	0.0%
History-Social Science	Scott Foresman Adopted 2007	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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. The chart displays the results of the most recent facilities inspection.

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.

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 1/18/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	38	44	46	52	50	50
Mathematics (grades 3-8 and 11)	30	31	36	37	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	264	256	96.97	3.03	44.14
Male	120	118	98.33	1.67	38.98
Female	144	138	95.83	4.17	48.55
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	162	157	96.91	3.09	26.75
Native Hawaiian or Pacific Islander					
White	91	89	97.80	2.20	69.66

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	164	160	97.56	2.44	28.13
English Learners	139	135	97.12	2.88	21.48
Students with Disabilities	20	20	100.00	0.00	20.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	264	259	98.11	1.89	31.27
Male	120	118	98.33	1.67	31.36
Female	144	141	97.92	2.08	31.21
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	162	159	98.15	1.85	13.21
Native Hawaiian or Pacific Islander					
White	91	89	97.80	2.20	58.43
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	164	162	98.78	1.22	16.05
English Learners	139	138	99.28	0.72	7.97
Students with Disabilities	20	20	100.00	0.00	10.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.5	19.5	37.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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: the Parent Teacher Organization (PTO), Mono Council for the Arts, Mono County Office of Education, our local Rotary Club, the NOW Foundation, the Mammoth Lakes Foundation, Disabled Sports of the Eastern Sierra, Wild Iris, Mammoth Mountain Ski Area, and private donations from local residents and businesses.

The school's PTO meets once per month, and is responsible for the following:

- Recruitment of room parents
- After-School Enrichment Programs
- Family Activity Nights
- The annual Husky Pup Fun Run fundraiser
- Instructional materials for teachers
- Library materials
- Scholarships for Mammoth Elementary School students graduating from Mammoth High School
- School assemblies
- Staff appreciation activities
- Special student activities
- Student awards
- Technology for use by students: iPads, computers, and apps
- A variety of fundraisers throughout the school year

Parents are encouraged to become classroom volunteers, which are needed for a number of different clerical and instructional support functions for grades TK-5, and can also volunteer for the Meet the Masters classroom art program, which is run through the Mono Council for the Arts.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.5	0.7	0.0	2.7	2.2	1.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. Emergency 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. The school has an active Positive Behavior Intervention and Support (PBIS) program in place.

In 1998, the first 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 is updated annually and 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. The plan had its last comprehensive update and was reviewed with school staff in September, 2018. Another comprehensive update of the plan will occur in early 2019. A copy of the plan is available to the public at the school and district offices, as well on the MUSD website.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	3	2		21	1	4		21	1	4	
1	22		3		23		3		23		4	
2	21	2	2		23		4		23		3	
3	21	1	3		23	1	3		24	1	3	
4	30		3		23	1	2	1	29		2	1
5	23	1	4		30		2	1	24	1	2	1
Other**	22		1									

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.6

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,463	\$2,529	\$3,934	75011.18
District	N/A	N/A	\$8,584	72604.06
Percent Difference - School Site and District	N/A	N/A	-74.3	3.3
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	-57.7	16.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The district receives federal and state aid for the following categorical, special education, and support programs:

- Special Education
- Title I Program
- Title II Program
- Title III Program

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,676	\$43,574
Mid-Range Teacher Salary	\$70,279	\$63,243
Highest Teacher Salary	\$91,427	\$86,896
Average Principal Salary (Elementary)	\$127,189	\$103,506
Average Principal Salary (Middle)	\$130,369	\$108,961
Average Principal Salary (High)	\$115,029	\$108,954

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$181,629	\$136,125
Percent of Budget for Teacher Salaries	36%	30%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			15

Training and professional development at Mammoth Elementary School is centered around our schoolwide focus on Language Arts, specifically reading comprehension. Additional training and professional development is provided that addresses English Language Development, Mathematics, Special Education, and Positive Behavior Intervention and Support. The California Common Core Standards are addressed within our professional development. Teachers align classroom curriculum to ensure that all students perform at or above standard, and are using CCSS-aligned materials to deliver instruction. The shift to instruction based on the Common Core State Standards (CCSS) occurred in the 2014-15 school year. The principal conducts daily classroom walkthroughs and provides useful feedback to teachers after these classroom visits.

Staff members build teaching skills and concepts through participation in professional development activities at the school site, district-sponsored in-services, and training relevant to the instructional materials being used. Mammoth Unified School District has contracted with Focused Schools for professional development related to student achievement and family engagement, to promote the academic success of all students. Ongoing training in the Daily 5, Daily 3, and CAFE programs from the Two Sisters has been provided to all teachers since 2015, to facilitate individualized learning in English Language Arts and Math. Fourteen Minimum Day Fridays offer teachers 75-minute professional development sessions, which are planned by the Instructional Leadership Team. The school is currently working with the other district schools in the Focused Schools process to develop a schoolwide instructional focus to improve teaching and learning.

Student assessment data from a variety of sources- benchmark assessments, publisher tests, as well as ongoing reading assessments- is collected and documented by teachers in order to make instructional decisions based on the information.