

Mammoth Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2016-17)

School 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	Rosanne A Lampariello
E-mail Address	rlampariello@mammothusd.org
Web Site	mes.mammothusd.org
CDS Code	26736926025969

District Contact Information	
District Name	Mammoth Unified School District
Phone Number	760.934.6802
Superintendent	Lois Klein
E-mail Address	lklein@mammothusd.org
Web Site	www.mammothusd.org

Principal's Message and Mission Statement (School Year 2016-17)

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. Our professional development is designed around our schoolwide focus.

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 600 students in Transitional Kindergarten through grade five on a traditional calendar system. The school opened its doors in 1986. 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 that every child receives a rigorous foundation of college and career preparation.

Rosanne A. Lampariello
Principal

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	111
Grade 1	84
Grade 2	87
Grade 3	92
Grade 4	106
Grade 5	96
Total Enrollment	576

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0
Asian	1.6
Filipino	0
Hispanic or Latino	61.6
Native Hawaiian or Pacific Islander	0.2
White	35.2
Two or More Races	1
Socioeconomically Disadvantaged	62.2
English Learners	39.6
Students with Disabilities	4.7
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	29.2	29.6	28.2	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 22, 2016

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 27, 2012, 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, Visual and Performing Arts, Health, and Foreign Language 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. The table displays information collected in December 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Treasures Adopted 2012	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)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/23/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/23/2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	41	45	43	50	44	48
Mathematics	39	37	39	38	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	91	88	96.7	36.4
	4	108	105	97.2	49.5
	5	91	89	97.8	48.3
Male	3	42	40	95.2	20.0
	4	51	50	98.0	42.0
	5	50	49	98.0	44.9
Female	3	49	48	98.0	50.0
	4	57	55	96.5	56.4
	5	41	40	97.6	52.5
Black or African American	3	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	59	56	94.9	21.4
	4	63	62	98.4	30.6
	5	57	55	96.5	30.9
Native Hawaiian or Pacific Islander	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	30	30	100.0	66.7
	4	42	40	95.2	75.0
	5	31	31	100.0	74.2
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	36	34	94.4	20.6
	4	34	33	97.1	27.3
	5	58	56	96.5	33.9
English Learners	3	27	24	88.9	
	4	22	21	95.5	
	5	15	13	86.7	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	91	90	98.9	40.0
	4	108	106	98.2	40.0
	5	91	91	100.0	31.1
Male	3	42	42	100.0	28.6
	4	51	50	98.0	38.0
	5	50	50	100.0	38.8
Female	3	49	48	98.0	50.0
	4	57	56	98.3	41.8
	5	41	41	100.0	21.9
Black or African American	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	59	58	98.3	29.3
	4	63	63	100.0	17.7
	5	57	57	100.0	14.3
Native Hawaiian or Pacific Islander	5	--	--	--	--
White	3	30	30	100.0	60.0
	4	42	40	95.2	70.0
	5	31	31	100.0	61.3
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	36	35	97.2	28.6
	4	34	34	100.0	9.1
	5	58	58	100.0	14.0
English Learners	3	27	26	96.3	3.9
	4	22	22	100.0	
	5	15	15	100.0	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	65	54	59	64	66	68	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	91	86	94.5	59.3
Male	50	47	94.0	66.0
Female	41	39	95.1	51.3
Hispanic or Latino	57	53	93.0	47.2
White	31	30	96.8	80.0
Socioeconomically Disadvantaged	58	54	93.1	48.2
English Learners	15	12	80.0	16.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17	22.7	38.6

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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 Clubs, 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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.5	0.8	0.2	2.0	2.0	1.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 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 had its last comprehensive update and was reviewed with school staff in May, 2016. Another comprehensive update of the plan will occur in early 2017. 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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2007-2008
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	3	3		20	1	5		20	1	4	
1	24		4		21	2	2		21	2	2	
2	28		3	1	23		4		23		4	
3	24		4		21	2	3		21	2	3	
4	25		3		24		4		24		4	
5	25		4		30		3		30		3	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.3	N/A
Social Worker	0	N/A
Nurse	.04	N/A
Speech/Language/Hearing Specialist	.3	N/A
Resource Specialist	1	N/A
Other	1	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,463	\$2,529	\$3,934	\$66,441
District	N/A	N/A	\$8,584	\$69,821
Percent Difference: School Site and District	N/A	N/A	-54.2	2.40%
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	-29.0	13.4

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

Types of Services Funded (Fiscal Year 2015-16)

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

- Class Size Reduction
- Economic Impact Aid
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Maintenance and Operations
- Peer Assistance and Review Program
- Special Education
- Title I Program

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,780	\$40,430
Mid-Range Teacher Salary	\$68,901	\$58,909
Highest Teacher Salary	\$89,634	\$77,358
Average Principal Salary (Elementary)	\$112,968	\$94,634
Average Principal Salary (Middle)	\$110,212	\$97,839
Average Principal Salary (High)	\$104,723	\$100,453
Superintendent Salary	\$155,713	\$123,728
Percent of Budget for Teacher Salaries	39%	32%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

All training and curriculum development at Mammoth Elementary School is centered around our schoolwide focus on Language Arts, specifically reading comprehension. The California Common Core Standards are addressed within our professional development. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels, and are using state-adopted textbooks and CCSS-aligned supplemental 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. The district provides one buy-back professional development day annually where teachers have the opportunity for professional articulation with other teachers at the district level, as well as the school level. Mammoth Unified School District has contracted with WestEd for professional development on instructional strategies aligned with the CCSS and designed to promote the academic success of all students, which were provided to teachers during the 2013-14 and 2014-15 school years. Training in the Daily 5, Daily 3, and CAFE programs from the Two Sisters was provided to all teachers in 2015 and 2016, 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 stored online on the EADMS system to enable teachers to access this data and make instructional decisions based on the information.