Mammoth Middle School
School Accountability Report Card
Reported Using Data from the 2012-13 School Year
Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information
For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Mammoth Middle School
Street	1600 Meridian Blvd
City, State, Zip	Mammoth Lakes, CA 93546-2429
Phone Number	760.934.7072
Principal	Annie Rinaldi
E-mail Address	arinaldi@mammothusd.org
CDS Code	26736920000000

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

School Description and Mission Statement (School Year 2012-13)
This section provides information about the school, its programs and its goals.

Principal's Message
The purpose of the School Accountability Report Card is to provide parents, community members, staff, and visitors with information about Mammoth Middle School's instructional programs, academic
achievement, materials used for this achievement, the facilities which our students have to work with, the quality of the teaching faculty, and much more. The State of California requires that we publish this
Report Card each year for the previous year, so that we are held accountable in all these areas.

Our school has a tradition of academic excellence produced in a caring environment an I welcome this opportunity to share information about our 2012-13 program, plans and our school community.

The staff at Mammoth Middle School believes that each child is unique and deserving of a rich educational environment. We believe that every student can succeed, that every child can learn and every student can accomplish whatever he/she puts his/her heart and mind to. Each student has access to a rigorous core curriculum in language arts, mathematics, science, and social science. The hard working faculty is both skilled and dedicated to the success of our students. We are fortunate to have many experienced and knowledgeable teachers, eager to make a difference for our students. We believe in a student-centered approach to learning, which provides a climate in which a child's social, emotional, and intellectual needs are equally important. All students have special talents, and are given the opportunities to develop those talents.

Parents and the community play an extremely important role in the school. Understanding the school's educational programs, student achievement, and curricular offerings can assist both school and the
community in making needed improvements. We hope this Report Card gives all who read it insights into what our school is really all about.

Mission Statement
The mission of Mammoth Middle School is to inspire, educate, and empower our community's future leaders by providing a healthy, safe, and respectful environment which fosters the students' academic, social, and emotional growth.

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 one
comprehensive high school, one continuation high school, one middle school, and one elementary school in the district.

The school opened its new facility in 2003 to grades six through eight. 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 Middle School is committed to providing a strong instructional program for all students to ensure excellence in education. This excellence can be seen in the staff who play such a vital role in providing a quality educational program. In the 2010-11 school year, the school served 253 students. The chart displays school enrollment broken down by ethnicity.

Opportunities for Parental Involvement (School Year 2012-13)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents and community are very supportive of the educational programs at Mammoth Middle School. Mammoth Middle School Organization (MMSO) meets the last Wednesday of each month at 8:00 am in the library. The MMSO raises funds for many school activities, including the annual Eighth Grade Field Trip to Los Angeles. The president of MMSO is Connie Moyer.

Numerous programs and activities are enriched by the generous contributions made by the following organizations:
- Amerigas
- Angel's Restaurant
- Giovanni's Pizza
- Mammoth Hospital
- Mammoth Lakes Police Department
- Mammoth Lion's Club
- Mammoth Middle School Organization (MMSO)
- Mammoth Noon Rotary Club
- Mammoth Schools NOW Foundation
- Mammoth Sunrise Rotary Club
- Mono Council for the Arts
- Roberto's Restaurant
- Vons Mammoth Lakes
- Z Pizza

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in   grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	54	57	56	52	55	52	54	56	55
Mathematics	53	57	55	52	53	49	49	50	50
Science	78	71	66	69	70	62	57	60	59
History-Social Science	44	65	51	36	49	46	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	52	49	62	46
All Student at the School	56	55	66	51
Male	54	54	70	55
Female	59	55	62	46
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	40	36	53	38
Native Hawaiian/Pacific Islander				
White	81	80	89	76
Two or More Races				
Socioeconomically Disadvantaged	39	39	54	40
English Learners	10	6		
Students with Disabilities	10	7		
Students Receiving Migrant Education Services				

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.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.8	24.4	48.7

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.

IV. Accountability

Academic Performance Index
The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison
This 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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 Rank	2010	2011	2012
Statewide	7	6	6
Similar Schools	9	8	7

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	4	14	-25
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	35	21	-38
Native Hawaiian/Pacific Islander			
White	-16	-3	17
Two or More Races			
Socioeconomically Disadvantaged	6	17	-34
English Learners	13	12	-10
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	261	799	822	792	4,655,989	790
Black or African American	2		2		296,463	708
American Indian or Alaska Native	1		2		30,394	743
Asian	3		8		406,527	906
Filipino	1		2		121,054	867
Hispanic or Latino	149	720	452	714	2,438,951	744
Native Hawaiian/Pacific Islander	1		2		25,351	774
White	97	915	301	893	1,200,127	853
Two or More Races	2		12	863	125,025	824
Socioeconomically Disadvantaged	155	721	484	718	2,774,640	743
English Learners	124	705	408	698	1,482,316	721
Students with Disabilities	30	539	60	565	527,476	615

Adequate Yearly Progress
The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

•   Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2013-14)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	100.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 6	113
Grade 7	78
Grade 8	86
Total Enrollment	278

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.7	White	0.0
American Indian or Alaska Native	1.1	Two or More Races	0.0
Asian	1.1	Socioeconomically Disadvantaged	57.6
Filipino	0.7	English Learners	46.8
Hispanic or Latino	55.4	Students with Disabilities	11.2
Native Hawaiian/Pacific Islander	0.4		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	42.9	1	1	6	48.9	0	2	5	18	9	2	
Mathematics	19.3	7	1	0	17.2	9	1	0	16	12		
Science	26	6	2	2	27.6	5	3	3	21	4	4	
Social Science	25.8	1	5	0	24.4	2	3	2	19	6	2	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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

All visitors must sign in at the front office and sign out upon leaving. During lunch, breaks, 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.

Mammoth Middle School reviews the plan each year and updates it as needed. The plan was last updated and reviewed with school staff in February 2012. An updated copy of the plan will be available to the public at the school and district offices.

Suspensions and Expulsions

Rate	School			District		
	2010-11	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**
Suspensions	17.39	15		13.02	.6	
Expulsions	0	0		0.18	0	

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Built in 2003, Mammoth Middle School is situated on nine acres. The school buildings span 41,800 square feet, consisting of classrooms, a library, a multipurpose room, administrative offices, restrooms, 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 (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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

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]	[ ]	[ ]	

(Table title: School Facility Good Repair Status (School Year 2013-14) — Year and month in which data were collected: 10/30/2012)

Overall Facility Rate

	Exemplary	Good	Fair	Poor
Overall Rating	[ ]	[X]	[ ]	[ ]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	**2011-12**	**2012-13**	**2012-13**
With Full Credential	13	13		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	1	0	
Total Teacher Misassignments	1	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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	1.0
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)		---
Psychologist	1	---
Social Worker		---
Nurse	1	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	2	---
Other		---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

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, 2011, 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 February 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Glencoe Adotped 2001	Yes	0.0%
Mathematics	McDougal Adopted 2007	Yes	0.0%
Science	Holt, Rinehart & Winston Adopted 2000	Yes	0.0%
History-Social Science	Houghton Mifflin Adopted 1990	Yes	0.0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$7,660	$1,163	$6,497	$60,530
District	---	---	$8,584	
Percent Difference: School Site and District	---	---	-24.31%	-6.71%
State	---	---	$5,537	$58,606
Percent Difference: School Site and State	---	---	19.10%	5.89%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2012-13)
This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The district receives 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
- Title III Program

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		$38,390
Mid-Range Teacher Salary		$55,793
Highest Teacher Salary		$72,306
Average Principal Salary (Elementary)		$88,846
Average Principal Salary (Middle)		$92,801
Average Principal Salary (High)		$95,916
Superintendent Salary		$116,026
Percent of Budget for Teacher Salaries	37.5%	34.0%
Percent of Budget for Administrative Salaries	5.4%	6.6%

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

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:
- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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

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.