

MAMMOTH UNIFIED SCHOOL DISTRICT

Mammoth Elementary School *"Quality Education"*

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

Kindergarten through Fifth Grade
www.mammothusd.org

2009-2010 School Accountability Report Card

Published in the 2010-2011 School Year

School Administration

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Principal

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*Director of Maintenance,
Operations, and Transportation*

Principal's Message

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

At Mammoth Elementary School we believe each child is unique and deserving of a rich education in language arts, mathematics, science, and social studies. The hard working staff is both skilled and dedicated to the success of our students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunities to develop those talents. We really care about each one of our students. Our children receive rigorous, standards-based instruction, and teachers meet frequently 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 PTO Cultural Assemblies, monthly "2nd Cup of Coffee" meetings with the principal, various grade level activities, and other special events. We believe that parents, community members, and staff must work together for the education of all students. We are very proud of our fine tradition at Mammoth Elementary School.

Mission Statement

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

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.

Mammoth Elementary School opened its doors in 1986 to grades kindergarten through five. Teachers, staff, and administrators continue to act on the principle that students come first. The educational programs at the school are tailored to meet the needs of a changing school population.

Mammoth Elementary School is committed to providing a strong instructional program for all students to ensure excellence in education. This excellence can be seen in the staff who play such a vital role in providing a quality educational program. In the 2009-10 school year, the school served 545 students. The chart displays school enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group

2009-10

	Percentage
African American	0.37%
American Indian	0.73%
Asian	1.65%
Caucasian	40.92%
Hispanic or Latino	56.15%
Pacific Islander	0.18%

Discipline & Climate for Learning

Students at Mammoth Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. A bullying prevention program is in place to make students aware of bullying, encourage them to report incidents of bullying, and discourage them from being bystanders.

The goal of Mammoth Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Consequences may include student/teacher conference, parent/teacher conference, referral, loss of recess privileges, time out, student/principal conference, student/parent/principal conference, suspension, or expulsion. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, parent conferences, the Monday Messenger, and parent handbooks.

Mammoth Elementary School's disciplinary program establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth. Disciplinary action is administered by the teachers in minor cases and by the principal during major infractions.

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

Suspensions & Expulsions						
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	26	22	9	175	172	127
Suspension Rate	4.6%	4.0%	1.7%	14.6%	14.6%	11.3%
Expulsions	0	0	0	4	0	2
Expulsion Rate	0.0%	0.0%	0.0%	0.3%	0.0%	0.2%

Extracurricular Activities

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

- Basketball
- Violin and Cello Lessons
- Chess Club
- Husky Club Child Care Program
- PTO After-School Enrichment Classes
- Snowboarding Team
- Spanish Classes
- Yearbook
- Alpine Ski Team
- Nordic Ski Team
- Capoeira

School Attendance

Attendance is critical to academic achievement and regular daily attendance is a priority at Mammoth Elementary School. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities such as the School Attendance Review Board. Parents are notified of absences through phone calls, letters, parent conferences, and home visits.

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

Class Size

The Class Size Distribution table illustrates the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	08	09	10	08	09	10	08	09	10			
By Grade Level												
K	19	21	25	5	3	-	-	1	4	-	-	-
1	19	20	21	6	4	1	-	-	3	-	-	-
2	15	18	19	6	7	5	-	-	-	-	-	-
3	18	17	22	4	3	2	-	-	3	-	-	-
4	32	26	23	-	1	1	3	3	1	-	-	1
5	27	29	27	-	-	-	3	3	2	-	-	1

School Leadership

Leadership at Mammoth Elementary School is a responsibility shared among district administration, school administration, instructional staff, students, and parents. Principal Rosanne Lampariello joined the school in the fall of 2010.

All members of the school community are committed to a shared schoolwide vision, which creates a strong foundation toward academic success for all students. The principal oversees the day-to-day operations of the school.

Coordinating with the principal is the School Site Council, which meets regularly to focus on schoolwide curricular and administrative issues. Other leadership groups on campus include the English Learners Advisory Committee (ELAC) and Parent Teacher Organization.

Parent & Community Involvement

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

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

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

Contact Information

Parents who wish to participate in Mammoth Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Principal Rosanne Lampariello at (760) 934-7545.

Instructional Programs

The Dual Immersion Program currently serves nearly 240 K-5 students. Children are instructed in the 50-50 model of English and Spanish. Students are becoming literate in both languages, as well as encompassing the culture and dynamics of both populations. Beginning in the 2010-11 school year, parents of students in Kindergarten who are not in the Dual Immersion program have the option of having their children receive Spanish Language Development daily.

Students whose test results indicate they need additional assistance to achieve grade level proficiency receive targeted assistance in English Language Arts during the ExCEL program, and are eligible to participate in the After-School Remediation Program for additional assistance in English Language Arts and Math.

The school's GATE Program provides differentiated instruction for 4th and 5th grade students. GATE students currently participate in the Stanford University EPGY program using netbooks.

Because the school is in Program Improvement, the school implemented the ExCEL Program; students are grouped according to their abilities and receive a one-hour block of targeted instruction in English Language Arts. The school also offers educational support services after school for grades Kindergarten through five. Student Success Teams (SSTs) are convened to discuss academic or behavior problems a student is having, and to design interventions to help these students to succeed. Teachers and staff provide tutorials and work with students on a variety of skills to enhance their academic progress. The school works diligently to maintain open communication with parents regarding their child's progress throughout the school year.

English Learners (ELs) are assigned to appropriately credentialed teachers and provided English Language Development (ELD) instruction for at least 30 minutes each day. Teachers utilize Specially Designed Academic Instruction In English (SDAIE) strategies to develop language skills.

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

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 23, 2010, 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.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Hampton Brown	2002	Yes	0.0%
K-5	English/ Language Arts	Houghton Mifflin	2001	Yes	0.0%
K-5	History/Social Studies	Scott Foresman	2007	Yes	0.0%
K-5	Mathematics	Harcourt	2008	Yes	0.0%
1st-3rd	Science	Foss Science Kits - Standards Aligned	2001	Yes	0.0%
4th	Science	Houghton Mifflin	2001	Yes	0.0%
5th	Science	McGraw-Hill	2001	Yes	0.0%

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the evaluation of the quality instructional program at Mammoth Elementary School. These measures afford insight as to students' actual progress as well as the effectiveness of the instructional program. They are especially helpful as active long-term reflections of student instructional growth. 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	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

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.

Statewide and similar schools API ranks are published when the Base API is released each March. 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 schools 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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2010 Growth API at the school, district, and state level.

API School Results			
	07-08	08-09	09-10
Statewide	5	4	5
Similar Schools	3	3	2
All Students at the School			
Actual API Change	-8	24	-
Hispanic or Latino			
Actual API Change	-1	38	5
White			
Actual API Change	5	-	13
Two or More Races			
Actual API Change	-	-	0
Socioeconomically Disadvantaged			
Actual API Change	-7	37	5
English Learners			
Actual API Change	-4	23	10

Growth API			
	School	District	State
All Students	773	771	767
Hispanic or Latino	696	687	715
White	885	872	838
Socioeconomically Disadvantaged	705	700	712
English Learners	681	673	691

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 website at <http://www.cde.ca.gov/ta/ac/ay/>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2003-2004	2007-2008
Year in PI (2010-11)	Year 5	Year 3
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	25.00%

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 (ELA) and mathematics in grades 2 through 11; science in grades 5 and 8 through 11; and History/Social Science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance 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.

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test (CST)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	43	52	50	46	51	49	46	50	52
Mathematics	46	55	49	41	45	43	43	46	48
Science	50	52	41	48	57	46	46	50	47
History/Social Science				41	42	44	36	41	44

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	
American Indian	*	*	*	
Asian	*	*	*	
Hispanic or Latino	31	33	27	
Pacific Islander	*	*		
Caucasian	77	73	67	
Males	48	54	52	
Females	51	44	30	
Socioeconomically Disadvantaged	33	35	26	
English Learners	22	28	19	
Students with Disabilities	14	29	*	

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

Physical Fitness

In the spring of each year, Mammoth Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. **Fitness data was unavailable from the CDE at the time of publication.** Detailed information regarding this test may be found at the CDE Website at <http://www.cde.ca.gov/ta/tg/pf/>.

Staff Development

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

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, and an additional four minimum days are designated for staff development at the elementary school site.

Teacher Assignment

Mammoth Unified School District recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, Mammoth Elementary School had 27 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status	Teacher Credential Status			
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	28	30	27	68
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	10

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students.

Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

Misassignments/Vacancies	Misassignments/Vacancies		
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
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	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

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. The academic counselor-to-pupil ratio is 1:545.

	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	0.4
Counselor	1	0.7
Nurse	1	0.1
Psychologist	1	0.4
Speech and Language Specialist	1	1.0

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.

Safe School Plan

Safety of students and staff is a primary concern of Mammoth Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis. All visitors must sign in at the front office, wear a visitor's badge while on campus, and sign out upon leaving. During lunch, recesses, and before and after school, assigned staff members and paraprofessionals supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

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

Mammoth Elementary School reviews the plan each year and updates it as needed. The plan was last updated and reviewed with school staff in February 2011. An updated copy of the plan is available to the public at the school and district offices.

School Facilities

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.

School Facility Conditions				
Date of Last Inspection: 04/05/2010				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)		X		
External (Grounds, Windows, Doors, Gates, Fences)	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.

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 2010-11 school year, the district budgeted \$63,000 for the deferred maintenance program. This represents 0.5% of the district's general fund budget.

Deferred Maintenance Projects

For the 2010-11 school year, the district's governing board approved deferred maintenance projects for this school that will result in new carpeting and new parking lot striping. The district's complete deferred maintenance plan is available at the district office.



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 2008-09 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,294
From Restricted Sources	\$2,811
From Unrestricted Sources	\$3,483
District	
From Unrestricted Sources	\$7,741
Percentage of Variation between School & District	55.01%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	38.69%

District Revenue Sources

For the 2008-09 school year, the district received 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

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information Teachers - Principal - Superintendent 2008-09		
	District	State
Beginning Teachers	\$41,402	\$38,591
Mid-Range Teachers	\$63,703	\$55,764
Highest Teachers	\$81,535	\$72,219
Elementary School Principals	\$92,476	\$86,327
Middle School Principals	\$94,732	\$91,511
High School Principals	\$101,722	\$94,411
Superintendent	\$135,702	\$116,768
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.90%	34.80%
Administrative Salaries	5.20%	6.40%

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	\$56,104
District	\$63,752
Percentage of Variation	12.00%
School & State	
All Unified School Districts	\$56,953
Percentage of Variation	1.49%

Data Sources

Data within the SARC was provided by Mammoth Unified School District, retrieved from the 2009-10 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.