



# Executive Summary School Accountability Report Card, 2010–11

## For Pine Mountain Learning Center

<b>Address:</b>	PO Box 6810, Pine Mountain Club, CA, 93222-6810 3057 Cerro Noroeste Road. Pine Mountain Club, CA, 93222	<b>Phone:</b>	(661) 364-3811
<b>Principal:</b>	Katherine A Kleier, Superintendent	<b>Grade Span:</b>	K-6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## About This School

**Pine Mountain Learning Center is located in the Los Padres National Forest, just west of Pine Mountain Club. It was founded by a group of parents looking for a way to actively participate in the education of their children. The primary goal of this K – 6 charter school is to provide an exemplary and complete standards-based education, with an emphasis on cooperative, hands-on learning. PMLC is a non-sectarian, publicly-funded, non-discriminatory public charter school of the El Tejon Unified School District, located in Kern County, California.**

## Student Enrollment

Group	Enrollment
<b>Number of students</b>	86
<b>Black or African American</b>	0.0%
<b>American Indian or Alaska Native</b>	0.0%
<b>Asian</b>	1.0%

<b>Filipino</b>	0.0%
<b>Hispanic or Latino</b>	21.0%
<b>Native Hawaiian or Pacific Islander</b>	0.0%
<b>White</b>	63.0%
<b>Two or More Races</b>	15.0%
<b>Socioeconomically Disadvantaged</b>	8.1%
<b>English Learners</b>	1.2%
<b>Students with Disabilities</b>	3.5%

## Teachers

<b>Indicator</b>	<b>Teachers</b>
<b>Teachers with full credential (Including Part-time Physical Education Teacher)</b>	5
<b>Teachers without full credential</b>	0
<b>Teachers Teaching Outside Subject Area of Competence</b>	0
<b>Misassignments of Teachers of English Learners</b>	0
<b>Total Teacher Misassignments</b>	0

## Student Performance

<b>Subject</b>	<b>Students Proficient and Above on STAR* Program Results</b>
<b>English-Language Arts</b>	69%
<b>Mathematics</b>	71%
<b>Science</b>	**
<b>History-Social Science</b>	N/A

\*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

\*\*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.

## Academic Progress\*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	901
Statewide Rank (from 2010 Base API Report)	10
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 4 of 4
2011–12 Program Improvement Status (PI Year)	Not PI

\*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Facilities

### Summary of Most Recent Site Inspection

The most recent site inspection of PMLC was carried out by the El Tejon Unified School District in November 2011. The overall repair status of the facility is rated Good.

### Repairs Needed

Metal roofs on two buildings were detached in small areas due to wind damage and the corrugated roof of the Quonset hut was leaking in a few spots.

### Corrective Actions Taken or Planned

The metal roofs were reattached where necessary. All nails on the Quonset hut were re-secured and sealed. About 110 nails were replaced with rubber encapsulated screws. Nails and screws were sealed and touched up with brown paint.

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0 %
Mathematics	0 %
Science	0 %
History-Social Science	0 %
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	N/A

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,832
District	\$5,686
State	\$5,455



# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

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 Web page 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

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### 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.

## II. About This School

### Contact Information (School Year 2011–12)

School		District	
<b>School Name</b>	Pine Mountain Learning Center	<b>District Name</b>	El Tejon Unified
<b>Street</b>	3057 Cerro Noroeste Road PO Box 6810	<b>Phone Number</b>	(661) 248-6247
<b>City, State, Zip</b>	Pine Mountain Club, CA, 93222-6810	<b>Web Site</b>	<a href="http://www.el-tejon.k12.ca.us/">http://www.el-tejon.k12.ca.us/</a> <a href="http://pmlcenter.org/">http://pmlcenter.org/</a>
<b>Phone Number</b>	(661) 364-3811	<b>Superintendent</b>	Katherine Kleier
<b>Principal</b>	Katherine A Kleier, Superintendent	<b>E-mail Address</b>	kkleier@el-tejon.org
<b>E-mail Address</b>	pmlc@el-tejon.org	<b>CDS Code</b>	15751680102111

### School Description and Mission Statement (School Year 2010–11)

**Mission Statement:** The primary goal of the Pine Mountain Learning Center is to provide an exemplary, individualized, standards-based education for our children, with an emphasis on cooperative, hands-on, theme-based learning conducted in a positive, enriched environment.

Pine Mountain Learning Center is a kindergarten through sixth grade charter school with four multi-grade classrooms. Creative and caring teachers tune into the learning needs of individual students while offering a rich, hands-on, integrated curriculum with real-world applications.

Students use the most recent state-adopted curriculum materials in a differentiated curriculum that provides small group instruction and personalized learning. Art and music enrichment programs are provided by professionals in the visual and performing arts. Physical education is taught 100 minutes weekly by a credentialed Physical Education teacher to all students grades 1 – 6, with a shorter session for kindergarteners.

Individual Learning Plans are developed with parents in September at the first of three required parent conferences. Upper elementary students finish the year with student-led conferences.

Each classroom has an instructional aide in the morning. The on-site assistant administrator has had a long career in school improvement, counseling, and special education. The principal of PMLC is the superintendent of the school district.

The school climate/culture at PMLC is based on a set of principles called “the *Highly Effective Teaching (HET)* model” with teaching strategies based on how the brain develops and an emphasis on active learning.

Lifelong Guidelines are used: being trustworthy and truthful; practicing active listening; no put-downs of others; and doing one’s “personal best” in nineteen identified LIFESKILLS. The school discipline plan is based on Positive Behavior Support procedures. Absence of threat in the learning environment and teaching problem solving provide an opportunity for all students to achieve. Students are involved in service learning and leadership development through a very active Student Leadership group.

Teachers collaborate in planning school-wide events, the emphases of the school and the articulation of curriculum across grade levels. Standards-referenced report cards have been/will be developed and implemented for all grade levels. Teachers base instructional decisions on data and formative assessments through observation and curriculum-based assessments that are integral to instruction.

Use of technology is integrated into classroom learning at all grade levels. When needed, support is provided by a reading intervention aide and an after-school tutoring program provided by community volunteers.

## Opportunities for Parental Involvement (School Year 2010–11)

Pine Mountain Learning Center has a strong history of parental involvement, having been founded by a group of parents looking for a way to actively participate in the education of their children. Parents are encouraged to participate in the school and sign an agreement to volunteer a minimum of 30 hours per school year. Approximately 60 hours of volunteer time is logged in at the school each week.

Parents have many opportunities to volunteer at PMLC. Teachers welcome volunteers in the classroom to work with students in small groups that rotate among different activity stations or to tutor individual students. Room Parents plan seasonal events and school parties. Volunteers coordinate and chaperone field trips, supervise the playground, help prepare classroom materials, and assist in the school office.

Parents who are unavailable during school hours can contribute at home and on the weekends by making snow chain phone calls, participating in fundraising events, cleaning the classrooms and office, helping to produce the school newsletter, or writing articles for the local newspaper.

Parents are encouraged to be active on the School Advisory Council (SAC) and its committees. A parent representative for each grade level sits on the SAC. The SAC is responsible for approving financial expenditures, strategic planning for overall school programs, developing and approving the School Plan, and ensuring that the PMLC Charter is faithfully implemented. The SAC holds monthly, public meetings which all parents are invited to attend.

Parents wishing to get involved and volunteer should call the school office at (661) 364-3811.

## Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students
Kindergarten	15
Grade 1	18
Grade 2	10
Grade 3	11
Grade 4	13
Grade 5	8
Grade 6	11

### Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	0.0%
Asian	1.0%
Filipino	0.0%
Hispanic or Latino	21.0%
Native Hawaiian or Pacific Islander	0.0%
White	63.0%
Two or More Races	15.0%
Socioeconomically Disadvantaged	8.1%
English Learners	1.2%
Students with Disabilities	3.5%

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K-2	19.5	2			21.0	1	1		19.4	2	0	0
3-4	20.0	1			21.0		1		20.0	1	0	0
4-6	25.0			1	24.0		1		22.0	0	1	0

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

### III. School Climate

#### School Safety Plan (School Year 2010–11)

A School Emergency Plan has been developed that coordinates with the District Emergency Plan. All staff will continue to be trained in their responsibilities under the School Emergency Response Plan that coordinates with the district plan. Fire and earthquake drills are practiced. Safety Committee Meetings will continue to be held with community agencies. Evacuation plans have been made in consultation with the Forest Service, PMC Fire Department, and PMCPOA CERT. Students practice walking to the Apache Saddle Forest Service Fire Station for an emergency shelter and parents practice pick-up there. We will continue to develop parent awareness of emergency plans. All credentialed staff have current CPR/First Aid certification and some have AED training. Aides and volunteers are encouraged to take this training. PMLC has a Positive Behavior Support program. School-wide social and emotional development is addressed at PMLC through the Lifelong Guidelines and the LIFESKILLS of the Highly Effective Teaching (HET) program. Student of the Week recognition and Perfect Attendance recognition at monthly assemblies reinforces these expectations. The Parent/Student Handbook is reviewed annually and defines appropriate behavior to create a positive school environment. At the classroom level, teachers, with their students, clearly define and directly teach expected student behavior and routines. Each class has a system for regularly and positively acknowledging students who exhibit expected behavior. To ensure a safe non-threatening environment that facilitates learning, staff and volunteers follow problem-solving and referral procedures to deal with behavior that does not meet expectations. All staff will continue to be trained in Positive Behavior Support procedures for instruction and referral of students to problem-solving and intervention-planning services.

#### Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
<b>Suspensions</b>	1.19%	2.30%	13.95%	13.91%	29.08%	21.92%
<b>Expulsions</b>	0.00%	0.00%	0.00%	2.00%	0.00%	0.26%

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2011–12)

The Pine Mountain Learning Center school campus is located a few miles west of the community of Pine Mountain Club and is leased from Kern County Parks and Recreation District. The facility consists of four large classrooms, a small office building, a greenhouse, a sheltered outdoor lunch area, and playgrounds with multi-age activities. Each classroom has SMART Board technology to enhance curriculum and student participation and a minimum of 5 computers with internet access for student use with the Falcon classroom (Grades 5-6) having 7 computers. All classrooms have extensive integrated libraries with grade appropriate books, and the younger classrooms are equipped with listening centers and recorded books on tape. The classrooms are set-up to accommodate small group instruction which is utilized at the Pine Mountain Learning Center. Fire extinguishers, fire alarms, smoke detectors and CO detectors are installed in each classroom. The outside areas around the buildings are landscaped and child-friendly. Pine Mountain Learning Center supports a native plant garden in the courtyard with bird baths and bird feeders. Pine Mountain Learning Center's playground includes a jungle gym, traveling rings, and slide with IPEMA certification, a large sandbox, portable soccer goals, and a freestanding basketball net. A lower playground area is used for running games such as soccer, kickball and volleyball.

The natural area surrounding the Pine Mountain Learning Center has undergone a 5-year brush reduction program by the Kern County Fire Department in 2005 and was updated and extended during the 2011-2012 school year. The Forest Service also completed brush reduction on the Forest Service property adjacent to the school property. The outside of the Quail classroom was repainted. The wooden floors in the Quail classroom and Hummingbird classroom were repainted. The metal roofing was repaired on the office, and the Quail and Hummingbird classrooms. Railings were repainted and safety striping was completed on the sidewalks. Brush cutting was completed around the buildings and playground. New mulch was added to the lower running field. The road was graded to repair potholes. Replaced batteries in all smoke detectors and CO detectors. Recharged all fire extinguishers. Touch-up painting was done over the summer.

Metal roofs on two buildings were detached in small areas due to wind damage and the corrugated roof of the Quonset hut was leaking in a few spots. The metal roofs were reattached and all nails on the Quonset hut were re-secured and sealed; about 110 nails were replaced with rubber encapsulated screws. Nails and screws were sealed and touched up with brown paint.

The district maintenance staff and site volunteers maintain the campus, buildings and grounds. Immediate on-site maintenance is provided when needed.

### School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			Air conditioner on upper re-locatable was repaired.
<b>Interior:</b> Interior Surfaces		X			Need to paint office floor.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			Office building was treated for carpenter ants in the summer of 2011.
<b>Electrical:</b> Electrical		X			Electrical outlets added in office for new copiers.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs			X		Metal roofs on two buildings required reattachment in small areas-completed; Corrugated metal roof on Quonset hut leaked-tightened and sealed.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			Re-locatable classroom ramps need to be coated.
<b>Overall Rating</b>		X			

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
With Full Credential	*5	*5	*5	LEA Provided
Without Full Credential	0	0	0	LEA Provided
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	LEA Provided

\*Including Part-time Physical Education Teacher at PMLC

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of	Percent of Classes In Core Academic	Percent of Classes In Core Academic
-------------	-------------------------------------	-------------------------------------

Classes	Subjects Taught by Highly Qualified Teachers	Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	97%	3%
High-Poverty Schools in District	97%	3%
Low-Poverty Schools in District	100%	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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	0	
Nurse	<.1	
Speech/Language/Hearing Specialist	.20	
Resource Specialist (non-teaching)	0	
Assistant Administrator (Principal is not onsite.)	.4	

Note: Cells shaded in black 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

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: November 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	K : Houghton/Mifflin, <i>A Legacy of Literacy</i> , (Adopted Spring 2003)	No	0%
Reading/Language Arts	Grades 1 – 6: Macmillan/McGraw-Hill, <i>California Treasures</i> (Adopted Spring 2009)	Yes	0%
Mathematics	K - 6: Houghton/Mifflin, <i>California Mathematics</i> (Adopted Spring 2008)	Yes	0%
Science	K – 5: Pearson Scott Foresman, <i>Scott Foresman California Science</i> ; Gr. 6: Glencoe/McGraw-Hill, <i>Glencoe Science Focus on Earth Science</i> (Adopted Spring 2007)	Yes	0%
History-Social Science	K – 5: Harcourt, <i>Reflections, California Series</i> ; Gr. 6.: McDougal Littell, <i>California Middle School Social Studies</i> (Adopted Spring 2006)	Yes	0%
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,490	\$657	\$5,832	\$59,824
District			\$5,686	\$60,225
Percent Difference – School Site and District			2.5 %	-.07 %
State			\$5,455	\$57,163
Percent Difference – School Site and State			6.5 %	4.5 %

Note: Cells shaded in black do not require data.

**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 2010–11)

As a charter school, General Purpose Block Grant funds and Categorical Block Grant funds are combined for unrestricted expenses. In addition funds are received from Class Size Reduction K-3 and a PETIP (PE Teacher) grants. State Lottery funds provide both revenue that is unrestricted and restricted funds for instructional materials. Supplemental services include part-time instructional aides in each classroom, a reading intervention aide under the direction of the assistant administrator, and a credentialed PE teacher. The School Advisory Council raises funds for music and art instruction, library books, additional technology, and field trips

### Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District	State Average For Districts In Same
----------	----------	-------------------------------------

	Amount	Category
<b>Beginning Teacher Salary</b>	\$38,043	\$37,978
<b>Mid-Range Teacher Salary</b>	\$56,805	\$55,252
<b>Highest Teacher Salary</b>	\$73,221	\$71,674
<b>Average Principal Salary (Elementary)</b>	\$81,506	\$87,651
<b>Average Principal Salary (Middle)</b>	\$0	\$92,196
<b>Average Principal Salary (High)</b>	\$93,555	\$93,352
<b>Superintendent Salary</b>	\$118,523	\$116,851
<b>Percent of Budget for Teacher Salaries</b>	32.00%	34.00%
<b>Percent of Budget for Administrative Salaries</b>	6.00%	7.00%

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

## IX. Student Performance

### Standardized Testing and Reporting Program

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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	72%	80%	69%	45%	46%	50%	49%	52%	54%
Mathematics	84%	79%	71%	36%	39%	43%	46%	48%	50%
Science	83%	*	*	46%	47%	66%	50%	54%	57%
History-Social Science	N/A	N/A	N/A	38%	38%	45%	41%	44%	48%

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	50%	43%	66%	45%
All Students at the School	69%	71%	*	N/A
Male	62%	71%	*	N/A
Female	81%	71%	*	N/A
White	71%	69%	*	N/A

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 2010–11)

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
5	0.00%	12.50%	75.00%

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.

## X. 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	2008	2009	2010
Statewide	9	9	10
Similar Schools	N/A	N/A	N/A

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	20	27	-14
White	N/A	N/A	-4

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	47	901	735	762	4,683,676	778
Black or African American	0		6		317,856	696
American Indian or Alaska Native	1		6		33,774	733
Asian	2		11	930	398,869	898
Filipino	1		4		123,245	859
Hispanic or Latino	6		190	717	2,406,749	729
Native Hawaiian or Pacific Islander	0		3		26,953	764
White	37	901	512	776	1,258,831	845
Two or More Races	0		1		76,766	836
Socioeconomically Disadvantaged	6		332	705	2,731,843	726
English Learners	1		82	648	1,521,844	707
Students with Disabilities	2		106	469	521,815	595

### 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 2010–11)

AYP Criteria	School	District
<b>Made AYP Overall</b>	Yes	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	Yes	No
<b>Met Percent Proficient - Mathematics</b>	Yes	Yes
<b>Met API Criteria</b>	N/A	Yes
<b>Met Graduation Rate</b>	N/A	Yes

### Federal Intervention Program (School Year 2011–12)

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
<b>Program Improvement Status</b>	Not In PI	Not In PI
<b>Number of Schools Currently in Program Improvement</b>		2
<b>Percent of Schools Currently in Program Improvement</b>		40.0%

## XI. Instructional Planning and Scheduling

## Professional Development

Professional Development is structured around the goals and objectives outlined in the Pine Mountain Learning Center's charter and the local School Plan, which is based on the analysis of student achievement data.

Three pupil-free days have are used each year for staff development. These days are scheduled outside of the 180 days of student attendance.

Teachers meet monthly for cross-grade collaboration and to plan school-wide events and school-wide curricular emphases.

Staff meetings are scheduled monthly during the year on minimum days before the School Advisory Council (SAC) meeting to adjust operational details and agree on school-wide procedures and schedules.

Teachers also participate in School Advisory Council meetings and serve on committees such as: Overall Student Performance and Assessment (School Plan), Field Trip, Safety, Finance, and Charter Renewal Committees.

Professional Development meetings are scheduled after school at least each trimester to focus on school improvement.

Individual teachers pursue their own interest in instructional improvement through reading, internet research, and webinars and share information with other staff members.

Specific Topics for the 2011 – 2012 year include: Teaching of Writing Strategies; Introduction to the *Common Core*; Development of Standards-Referenced Report Cards for Grades K – 2; Continued Development of the Use of Formative Assessment to Differentiate Instruction; Brain-based Learning and Instruction.

Specific topics for the 2010 - 2011 year included: Differentiation of Instruction; Instruction in the use of Macmillan-McGraw-Hill, *California Treasures*; Student Engagement; Creation and Use of Formative Assessment to Improve Instruction; and Use of *Power School*; *ZOOM! Data Director* for data analysis to improve instruction.

Specific topics for the 2009-2010 year included: Instruction in the use of the new Macmillan-McGraw-Hill, *California Treasures*; Use of GEMS Science Kits; Accelerated Reading and Math; Ensuring All Students Have Made A Good Adjustment to School; Response to Intervention; Use of Formative Assessment to Improve Instruction; and Use of *Power School*; *ZOOM! Data Director* for Data Analysis to Improve Instruction

Instructional aides meet monthly for training with the assistant administrator, including an emphasis on Positive Behavior Support, and to review an agenda of policies, procedures and current concerns. Ideas for classroom and playground management strategies are shared and questions are answered.