

# Pine Mountain Learning Center

## 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	Pine Mountain Learning Center
Street	3057 Cerro Noroeste Rd.
City, State, Zip	Pine Mountain Club, CA 93222
Phone Number	661.364.3811
Principal	Katherine A Kleier
E-mail Address	kkleier@el-tejon.org
CDS Code	1575168000000

District Contact Information	
District Name	El Tejon Unified School District
Phone Number	661.248.6247
Web Site	www.el-tejon.org
Superintendent	Katherine A Kleier
E-mail Address	kkleier@el-tejon.org

### School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

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 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.

### 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.

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. Teachers use volunteers in the classroom to work with students in small groups that rotate among different activity stations or to tutor individual students. Volunteers also plan seasonal events and school parties, chaperone field trips, supervise the playground, help prepare classroom materials, and assist in the office. Parents who are unavailable during school hours can contribute at home and on the weekends by making snow chain calls, participating in fundraising events, cleaning the classrooms and office, helping to produce the school newsletter, or writing articles for the 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 parents are encouraged to attend. To get involved, call the school office at (661) 364-3811.

## 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	69	72	78	50	50	47	54	56	55
Mathematics	71	80	83	43	35	34	49	50	50
Science			92	66	53	49	57	60	59
History-Social Science	N/A	N/A	N/A	45	42	33	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	47	34	49	N/A
All Student at the School	78	83	92	N/A
Male	75	75	0	N/A
Female	81	90	0	N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	77	85	0	N/A
Native Hawaiian/Pacific Islander				N/A
White	75	83	0	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	0	0	0	N/A
English Learners				N/A
Students with Disabilities				N/A
Students Receiving Migrant Education Services				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 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
5	41.7	25.0	33.3

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	10	9	8
Similar Schools			

### 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	-14	-10	-67
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
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	61	821	645	714	4,655,989	790
Black or African American	0		6		296,463	708
American Indian or Alaska Native	0		1		30,394	743
Asian	0		7		406,527	906
Filipino	2		3		121,054	867
Hispanic or Latino	13	865	203	669	2,438,951	744
Native Hawaiian/Pacific Islander	0		1		25,351	774
White	37	822	398	736	1,200,127	853
Two or More Races	9		26	775	125,025	824
Socioeconomically Disadvantaged	7		374	673	2,774,640	743
English Learners	0		75	593	1,482,316	721
Students with Disabilities	2		69	498	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	No
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		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	50.0

## V. School Climate

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

Grade Level	Number of Students
Kindergarten	12
Grade 1	12
Grade 2	12
Grade 3	9
Grade 4	13
Grade 5	11
Grade 6	10
Total Enrollment	93

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.0	White	57.0
American Indian or Alaska Native	0.0	Two or More Races	9.7
Asian	0.0	Socioeconomically Disadvantaged	14.0
Filipino	0.0	English Learners	1.1
Hispanic or Latino	21.5	Students with Disabilities	2.2
Native Hawaiian/Pacific Islander	0.0		

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

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1	0	0	19	1	0	0	12	7		
1	3.7	7	0	0	16	1	0	0	12	7		
2									12	7		
3	20	1	0	0	21	1	0	0	9	7		
4	4	1	0	0					13	7		
5					22	1	0	0	11	7		
6	18	1	0	0								
Other												

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

### 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.

The School Safety Plan for the Pine Mountain Learning Center has been coordinated with a district-wide Emergency Response Procedures Plan (<http://el-tejon.org/UserFiles/File/DistOffice/Emergency/PMLC-Emergency-Response-MASTER.pdf>). It includes emergency preparedness and procedures for fire, earthquake, school intruders, and many other situations. Fire and earthquake drills are conducted and evaluated throughout the school year. An evacuation plan has been developed in cooperation with the local fire station, the Forest Service, and community officials who meet with the school Safety Committee several times during the year. Emergency supplies, including first aid supplies, food rations, water, emergency lights, blankets, etc., have been secured and stored at the school. Backpacks of supplies for each team under the incident command have been furnished with needed supplies to be immediately accessible. A portable box that includes necessary and useful information such as sitemap, utilities shut-offs, emergency contact numbers, etc. has been composed and stocked. Parents or community members may review the School Safety Plan in the school office during regular business hours.

Student safety is a priority at the Pine Mountain Learning Center. The playground has adult supervision before school, during recess and at lunchtime. Adult supervision is also present during morning drop-off and afternoon pick-up.

To prevent unauthorized activity on campus, all visitors are required to sign in and out at the office and wear either a Visitor or Volunteer badge. Parents are required to come to the office to sign in students if they are arriving late and to sign students out if they are leaving school early. Written notification is required before a student is released to anyone other than the parent or guardian.

PMLC strives to create and maintain a safe, threat-free, positive learning environment through providing clear expectations for behavior based on a school-wide, comprehensive citizenship program, built on the Integrated Thematic Instruction philosophy of Susan Kovalik & Associates. This program, which is incorporated into the curriculum, promotes cooperation among students and teachers by teaching the citizenship skills of truthfulness, trustworthiness, active listening, honoring others, and doing one's personal best. A specific set of LIFESKILLS are also taught and implemented school-wide.

The teachers, staff, and volunteers have been trained to use positive behavior support in the classroom and on the playground to encourage positive behavior and problem-solving. The confidence of students is built in the classroom by acknowledging work well done, even small achievements.

Teachers incorporate clear expectations for learning, feedback, routines, agendas, rules, and physical arrangements into the classroom environment to prevent problem behavior. Concurrently, classroom and small-group or individual interventions are used to teach conflict-resolution and bullying prevention skills. Individual students are provided support, both behaviorally and academically. This benefits all students by making problem behavior less effective and desired behavior more functional. This school-wide discipline plan is supported by a general procedure and flowchart for dealing with problem behavior. When necessary incident journals and office referrals are made.

Clear communication between school and home is facilitated by weekly bulletins and monthly newsletters that go home with other parent information in a folder that parents regularly expect on the first day of the week. Individual learning plan parent conferences are held at the beginning of the year and at the end of each of the first two trimester reporting periods. Additional conferences and Student Study Team meetings are available by parent request for an appointment. Parents are encouraged to contact their child's teacher or the assistant administrator with any questions or concerns that arise.

**Suspensions and Expulsions**

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	13.95			21.92		
Expulsions	0			0.26		

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

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 2008-2009 school year. The Forest Service also completed brush reduction on the Forest Service property adjacent to the school property.

A new traveling-ring playground apparatus was installed on the upper playground during the 2008-2009 school year. New ASTM approved safety mulch was added to the upper playground to replenish the existing mulch and to add additional mulch around the new playground equipment.

Road repairs were completed by adding 25 tons of Class 2, Cal Trans Spec. road base to the road up to the school which was compacted with heavy equipment. New gravel was added to the Falcon and Quail walkways. New covers were installed on valve boxes outside. Concrete patching was completed on the sidewalks and porches. The metal roofing was repaired on the office, Quails and Hummingbird classrooms. Painting was completed on the railings and safety striping was done on the sidewalk steps. The four-square lines were also repainted. Brush cutting was completed around the playground and buildings. The boy's bathroom walls was completely rebuilt with sanitary waterproof panels. New fluorescent lights were installed in the office in the fall of 2008.

The district maintenance



### 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

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: December 2012				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

### Overall Facility Rate

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

## VII. Teachers

### Teacher Credentials

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

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

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/](http://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		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

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		
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist		---
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.

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Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K : Houghton/Mifflin, A Legacy of Literacy; (Adopted Spring 2003); Grades 1 – 6: Macmillan/McGraw-Hill, California Treasures (Adopted Spring 2009)		0
Mathematics	K - 6: Houghton/Mifflin, California Mathematics (Adopted Spring 2008)		0
Science	K – 5: Pearson Scott Foresman, Scott Foresman California Science; Gr. 6: Glencoe/McGraw-Hill, Glencoe Science Focus on Earth Science (Adopted Spring 2007)		0
History-Social Science	K – 5: Harcourt, Reflections, California Series; Gr. 6.: McDougal Littell, California Middle School Social Studies (Adopted Spring 2006)		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	\$7,261	\$678	\$6,583	\$48,103
District	---	---	\$5947	\$62,988
Percent Difference: School Site and District	---	---	10%	18%
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---	16%	15%

**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 Pine Mountain Learning Center (PMLC) supplies an Instructional Aide for every classroom and maintains small class sizes resulting in a small student to adult ratio. This supports our individualized and small group learning environment at PMLC. Funds are also used for an Instructional Aide that provides intervention services for students needing extra support in reading. A lunchtime aide is assisted by parent volunteers to allow for small student to adult ratios on the playground which results in a cooperative playground environment. Visual and Performing Arts enrichment is provided by state grant funds at PMLC using local community experts working under the supervision of the credentialed teacher. A physical education teacher is provided by a Physical Education Teacher Incentive Program state grant.

**Teacher and Administrative Salaries (Fiscal Year 2011-12)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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.)?

Professional Development is structured around the goals and objectives outlined in the Pine Mountain Learning Center’s strategic plan and the local School Plan. Teachers meet at least monthly as a self-contained collaborative group to plan school-wide emphases, meet with the on-site administrator monthly at staff meeting/staff development meetings, and attend workshops, seminars, and district-planned meetings. For the 08 – 09 year, the emphasis of professional development was on the teaching of writing strategies, implementation of new math texts, assessment for learning, and implementation of standards-based report cards for grades 4 – 6 with student-led conferences. For the 07 – 08 year, the emphasis of professional development was on the teaching of writing strategies, implementation of new science texts, assessment for learning, and development of standards-based report cards for grades 4 – 6. For the 06 – 07 year, the emphases in training were positive behavior support, differentiation of instruction, Response to Intervention (RtI), vocabulary development, active involvement in math and algebraic thinking, implementation of new social studies texts, special education issues, accountability under NCLB, using data for decision making, and preparation for the Cambridge third-party review which resulted in becoming a Certified Charter School. Three pupil-free days have been used in 06 – 07, 07 – 08, and 08 - 09 for staff development. These days are scheduled outside of the 180 days of student attendance. Staff development meetings are held on planned monthly minimum (early-release) days, at after school meetings, or on district buy-back days (when allotted by the state). Instructional aides meet for training monthly to further positive behavior support and academic achievement.