

Snowline Joint Unified School District Pinon Mesa Middle School

Grades 6 through 8
Burt Umstead, Principal



9298 Sheep Creek Road
Phelan, CA 92329-6000
PH: (760) 868-3126 FAX: (760) 868-3033

2007-08 School Accountability Report Card *Published January 2009*

Snowline Joint Unified School District
4075 Nielson Road
Phelan, CA 92371
(760) 868-5817

www.snowlineschools.com

2008-09 Board of Education

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The statistical information disclosed in this report is obtained from the California Department of Education and the Snowline Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in 10/2008. Those to prepare the school facilities section were acquired in 09/2008.

Principal's Message

With school starting the earliest it ever has for Snowline, here is a quick hello. Welcome back to another great year of school.

With the ever-changing atmosphere swirling around education today, it is imperative that we keep our mission clear and concise. You will notice schoolwide focus on three areas that will permeate our school. These areas include: safety, respect, and responsibility. The overarching principle that guides these three areas is "Focus on Instruction." During this school year, you will see the beginning stages of "BEST Behavior." BEST Behavior is reflected in building positive behavior support in our school. Again, with BEST Behavior supporting our Focus on Instruction, Pinon Mesa Middle School will be a great place for learning.

Please visit our website at www.snowlineschools.com and click on "our schools" and go to Pinon Mesa Middle School to view information and stay informed. You will see an event calendar, Principal's Message, School Announcements, and more. Also, Pinon Mesa teachers and staff will have an e-mail link for quick and easy communication. Please take advantage of this new opportunity.

Finally, we encourage your student to participate in the many extracurricular and co-curricular opportunities that are offered at Pinon Mesa Middle School. Research has continually shown a link to school and student success with these types of activities. Please encourage your student to participate. Also, please update your student's information so we are able to keep our records up to date. We know it can be laborious, but it will benefit us all.

On behalf of the entire Pinon Mesa Middle School staff, we are looking forward to another great school year working closely together as parents and teachers to support our students. Congratulations, and welcome to Pinon Mesa Middle School.

Mission Statement

Learning for ALL...Whatever It Takes.

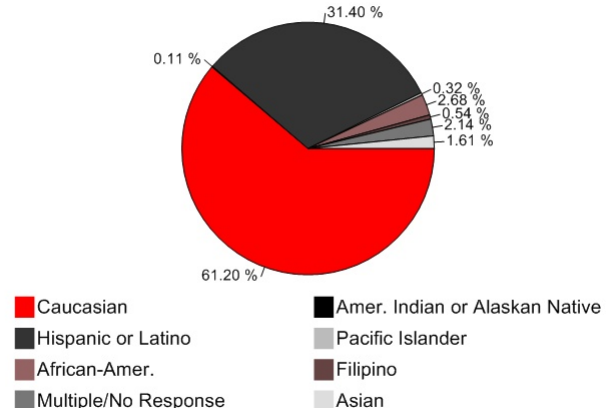
School Profile

Pinon Mesa Middle is located in the central region of the district's boundaries and serves students in grades six through eight following a traditional calendar. Pinon Mesa Middle School offers a rigorous, standards-based curriculum tailored to fit the emotional and academic needs of the middle school student.

At the beginning of the 2007-08 school year, 933 students were enrolled, including 14% in special education, 13% qualifying for English Language Learner support, and 42% qualifying for free or reduced price lunch. Pinon Mesa Middle achieved a 2008 Academic Performance Index (API) score of 777.

Pinon Mesa Middle School follows a flexible course schedule with extended blocks of instructional time for core subjects. Students receive 74 minutes of language arts and math instruction daily and 74 minutes of social science and science instruction every other day. During a forty-minute flex period, students are grouped based upon their reading proficiency levels; class activities focus on either intervention or enrichment lessons. Flexible scheduling enables teachers to train and collaborate more effectively and students to receive intervention in areas of need during the regular school day.

Percentage of Students by Ethnicity
2007-08 Enrollment: 933



Student Achievement

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Pinon Mesa Middle participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The STAR is comprised of the California Standards Tests (CST), Appendix 3, and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standardized Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

Physical Fitness

In the spring of each year, Pinon Mesa Middle is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, 38.2% of the grade seven students were in the "healthy fitness zone". Comparative District and state results can be found at the CDE's Website www.cde.ca.gov/ta/tg/pf/.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Pinon Mesa Middle School			District			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	36	45	47	48	48	50	42	43	46
Math	38	43	40	41	40	42	40	40	43
Science	32	56	68	45	51	54	35	38	46
Social Science	38	51	48	41	38	43	33	33	36

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Pinon Mesa Middle School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	28	*	50	*	35	*	52
Math	16	*	72	*	31	*	43
Science	*	*	*	*	64	*	69
Social Science	*	*	*	*	44	*	50

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Pinon Mesa Middle School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	41	52	24	33	14	
Math	40	40	28	31	10	
Science	75	61	62	59	30	
Social Science	53	44	31			

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2005	2006	2007
Statewide Rank	6	6	7
Similar Schools Rank	3	2	8

Results generated from 2005, 2006, and 2007 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
	API Score	Increase/Decrease in API Score		
	2008	2005-06	2006-07	2007-08
Schoolwide - All Students	777	5	46	3
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	749	1	55	18
Pacific Islander	*	*	*	*
Caucasian	790	10	43	2
Students with Disabilities	598	*	48	-42
Economically Disadvantaged	723	-1	46	-3
English Learners	739	*	*	*

Results generated from 2006, 2007, and 2008 Growth API Reports

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2007-08 AYP cycle, elementary and middle schools must achieve a 35.2% or higher proficiency rate in English/Language Arts and 37% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 620 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2007-08		
<i>Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	PMMS	SJUSD
Overall Results	No	No
<i>Participation Rate - 2007-08</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	No	No
Math	No	No
API Score <i>0 or Increase API by 0 point</i>	Yes	Yes
Graduation Rate	N/A	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Pinon Mesa Middle qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	PMMS	SJUSD
PI Status	Not in PI	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd, Aeries Parent Portal, school marquee, email, monthly principal's newsletters, monthly calendars, progress reports, and school website. Contact Susan Knight at (760) 868-3126 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Lunchtime Activities
Fundraisers
Student Supervision

Committees

School Site Council
Parent Teacher Team

School Activities

Back to School Night
BBQ'S
Sports
Parent Education Nights
Future Planning Fair
Field Trips

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Pinon Mesa Middle School's original facilities were built in 1986; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Installation of new flooring in multipurpose room
- Installation of new roof system on all campus buildings
- Painted exterior surface of all campus buildings
- Reconfigured parking lot to improve traffic flow and safety

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and four evening custodians are assigned to Pinon Mesa Middle School. The day custodian is responsible for:

- Cafeteria Cleanup/Setup
- Office Area Cleaning
- General Cleaning of Classrooms and Restrooms

Restrooms are checked hourly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for thoroughly cleaning classrooms and restrooms. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1986
	Quantity
Permanent Classrooms	27
Portable Classrooms	18
Restrooms (student use)	3 sets
Band Room	1
Libraries	1
Computer Labs	2
Gymnasiums	1
Teacher Work Rooms	1
Auditorium	1
BEST Practices Opportunity Room	1
Staff Lunch Room	1

Deferred Maintenance

Pinon Mesa Middle School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Pinon Mesa Middle School received \$118,006 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Heating/Air Conditioning Systems
- Electrical Systems
- Interior/Exterior Painting
- Floor Systems

Facilities Inspection

The district's maintenance department inspects Pinon Mesa Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Pinon Mesa Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, August 25, 2008. During fiscal year 2007-08, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Monday, August 25, 2008			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)			✓
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(4)	Portables: wall paper/vinyl tack board needs repaired/replaced in 2 portables. E-Bldg/Gym: formica cabinets need replaced and wallpaper replaced in E12.
(12)	Playground/Grounds: septic system odor common - system okay.
(13)	Periodic crack asphalt maintenance.
(14)	Portables: three rooms have stained ceiling tiles - roof leaks.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the following individuals patrol the campus, entrance areas, and designated common areas: all administrators, teachers, and three proctors. The principal, the dean of students, campus monitors, and assistant principal monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, two proctors, one resource officer, and all administrators monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Pinon Mesa Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Pinon Mesa Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed by school staff in September 2008 and updated in September 2008. Staff responsibilities and safety plan updates were discussed with staff in September 2008.

Classroom Environment

Instructional Time

All instructional time offered at Pinon Mesa Middle School either meets or exceeds California's Education Code requirements. For the 2007-08 school year, Pinon Mesa Middle School offered 180 days of instruction comprised of 166 regular days and 14 modified days. Modified days were used for staff development activities, teacher collaboration on student assessment data and instructional practices, grade level/department meetings, and staff meetings. The state requires middle school students to receive 54,000 minutes of instruction; Pinon Mesa Middle School offered a total of 64,060 minutes of instruction for the 2007-08 school year for all grade levels.

Discipline & Climate for Learning

Pinon Mesa Middle School's discipline policies are based upon the BEST Practices program, which is used as a guide to establish proactive and preventative strategies to create a positive, rewarding, and supportive learning environment. Behavior expectations are based on three primary traits - be safe, be respectful, and be responsible. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom.

Pinon Mesa Middle School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom. Disciplinary measures are applied in a fair, firm, and consistent fashion. Consequences are administered based upon the severity of the infraction and include phone calls to parents, referral to the dean of students, referral to the Saturday Work Adjustment Program, and assignment of campus or community service projects.

At the beginning of the school year, school rules, discipline policies, and behavior expectations are shared with students in the student handbook, during advisory period, and in the Binder Reminder. Students are reminded throughout the school year of their individual responsibility to make good choices in behavior in morning announcements.

Administrators and teachers recognize students demonstrating good citizenship, positive behavior, and student achievement daily and at the end of each quarter. Pinon Mesa Middle School sponsors the following behavioral incentives: Renaissance and Mesa Money Rewards.

Extracurricular and enrichment programs held after school create increased interest in school and promote academic and personal enrichment. Pinon Mesa Middle School offers Cheerleading, Yearbook, Young Authors, School Newspaper, Associate Student Body (ASB), and California Junior Scholastic Federation.

Sports programs promote teamwork and good sportsmanship. Intramural sports are held after school and include volleyball, basketball, and football. Interscholastic sports teams include volleyball, basketball, cross country, soccer, and track and field.

Suspensions & Expulsions			
	PMMS		
	05-06	06-07	07-08
Suspensions (#)	485	145	282
Suspensions (%)	49.79 %	14.81 %	30.23 %
Expulsions (#)	14	31	24
Expulsions (%)	1.44 %	3.17 %	2.57 %
	SJUSD Middle Schools		
	05-06	06-07	07-08
Suspensions (#)	528	261	393
Suspensions (%)	26.76 %	12.39 %	18.86 %
Expulsions (#)	16	57	41
Expulsions (%)	0.81 %	2.71 %	1.97 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	Avg. Class Size	2005-06		
		Number of Classrooms		
		1-20	21-32	33+
English	31.5	2	16	19
Math	33.4	*	11	20
Science	30.5	4	14	10
Social Science	29.7	8	19	13
Subject	Avg. Class Size	2006-07		
		Number of Classrooms		
		1-20	21-32	33+
English	32.2	2	19	12
Math	32.4	*	17	11
Science	34.1	*	5	23
Social Science	34.4	*	8	26
Subject	Avg. Class Size	2007-08		
		Number of Classrooms		
		1-20	21-32	33+
English	30.8	1	19	12
Math	29.9	1	18	10
Science	32.3	*	16	12
Social Science	33.0	*	19	15

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Pinon Mesa Middle School revolve around the California State Content Standards and Frameworks. Professional development activities support the ongoing implementation of Focus on Standards (FOS) into grade level and course collaboration efforts. Decisions concerning selection of staff development activities are performed by FOS coaches (designated school administrators and teacher representatives) using tools such as state assessment results, teacher surveys, NCLB requirements, and state content standards to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

Site level implementation of FOS at Pinon Mesa Middle School takes place every Monday afternoon. Teachers meet in grade level or department teams to analyze assessment results, redirect instruction accordingly, and plan intervention. Supplemental training activities took place throughout the year in the morning before students arrived on campus for instruction.

Pinon Mesa Middle School offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum at Pinon Mesa Middle School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 23, 2008, the Snowline Joint Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #09-869 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for the visual/performing arts curriculum. During the 2008-09 school year, Snowline Joint Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Grades
History-Social Science		
2006	Teachers' Curriculum Institute, <i>History Alive! California Middle Schools Program</i>	6-8
Language Arts		
1997	Rosen Publishing, <i>Accelerated Reader</i>	6-8
1999	Sopris West, <i>Language!</i>	6-8
2002	McDougal Littell, <i>The Language of Literature</i>	6-8
2005	Jjane Schaffer, <i>Jane Schaffer Writing Program</i>	6-8
Math		
2001	Scott Foresman, <i>California Mathematics</i>	6
2001	Prentice Hall, <i>Pre-Algebra</i>	7
2001	Prentice Hall, <i>Algebra</i>	8
Science		
2007	Prentice Hall, <i>Focus on Earth Science</i>	6
2007	Prentice Hall, <i>Focus on Life Science</i>	7
2007	Prentice Hall, <i>Focus on Physical Science</i>	8

School Leadership

The principal works closely with the assistant principal and dean of students alongside the school leadership team to provide a comprehensive, well-balanced, core curriculum aligned with state standards. Principal Burt Umstead is responsible for the day-to-day operations of the school and overall instructional program. The principal and assistant principal work as a team to fulfill the many responsibilities associated with running an effective educational program.

Also coordinating efforts with the principal are the Calendar Team and Leadership Team. The Calendar Team is comprised of the principal, assistant principal, counselor, plant manager, activities director, athletic director, school secretary, and office manager. The Calendar Team meets biweekly to discuss the operational components of the campus and upcoming activities. The Leadership Team is comprised of the principal, assistant principal, counselor, department chairs, and grade level leaders. The Leadership Team meets monthly to discuss schoolwide issues and guide decision-making for the school. Grade level and department teams collaborate as individual groups and provide input to school administrators regarding curricular programs and issues related to student achievement.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 6 through 8 who have been identified as academically gifted through district testing and teacher referral. GATE students are clustered in math, language arts, science, and

social science courses for accelerated and differentiated instruction by GATE-trained teachers.

For students whose primary language is not English and who have limited English proficiency, Pinon Mesa Middle School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. Teachers use differentiated instruction and SDAIE (Specially-Designed Academic Instruction In English) strategies to maximize student understanding of lesson content and concepts. Teachers administer English Language Development (ELD) daily during Flex period. Pinon Mesa Middle School monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Pinon Mesa Middle School's special education program is staffed by highly qualified special education teachers and special education instructional aides. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class and provided appropriate support and instruction. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary.

Pinon Mesa Middle School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using STAR test results, district benchmark assessments, end-of-unit exams, and course grades, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Flex Period
- Tutoring

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, daily classwork, homework, end-of-unit tests, and course grades to measure ongoing academic progress and adjust instructional needs.

Professional Staff

Substitute Teachers

Pinon Mesa Middle School does not experience any difficulties finding substitute teachers to fill vacancies. A pool of more than 180 substitutes is available through a district pool that is comprised primarily of teachers holding a 30-day substitute permit. Substitutes must have:

- A bachelor's degree and have passed the CBEST (California Basic Education Skills Test)
- A CBEST waiver and acquired 90 semester units of college level coursework

Teacher Evaluations

Evaluation procedures and criteria for Pinon Mesa Middle School's teachers are defined in board policy. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated once annually; permanent/tenured teachers are evaluated once every two years. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

Counseling & Support Staff

Pinon Mesa Middle School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Pinon Mesa Middle School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08		
	No. of Staff	FTE
Counselor	2	2.0
Health Technician	2	1.0
Clinical Psychologist	1	0.6
School Nurse	1	0.2
Speech and Language Pathologist	1	0.8

FTE = Full-Time Equivalent

Teacher Assignment

During the 2007-08 school year, Pinon Mesa Middle School had 43 teachers who met all credential requirements in accordance with state guidelines. All of Pinon Mesa Middle School's teachers supplement their regular credential with a credential to teach English language learners.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

In the table below, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those

schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2007-08		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Pinon Mesa Middle School	100.0 %	0.0 %
District Totals		
All Schools	98.3 %	1.7 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	97.2 %	2.8 %

Teacher Credentials & Assignments				
	PMMS			SJUSD
	05-06	06-07	07-08	07-08
Total Teachers	47	44	43	400
Teachers with full credentials	38	38	40	362
Teachers without full credentials	9	6	3	38
Teachers in alternate routes to certification	7	4	3	31
Pre-Internship	0	0	0	0
Teachers with emergency permits	2	2	0	6
Teachers with waivers	0	0	0	1
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	16	0	0
Teacher misassignments for English learners	0	16	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	1	0	0

Teacher Credentials & Assignments (cont'd)		
	PMMS	SJUSD
	08-09	08-09
Total teacher misassignments	0	2
Teacher misassignments for English learners	0	2
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2007-08		
	PMMS	SJUSD
Doctorate	2.3 %	0.8 %
Master's degree plus 30 or more semester hours	32.6 %	24.3 %
Master's degree	30.2 %	27.0 %
Bachelor's degree plus 30 or more semester hours	27.9 %	32.0 %
Bachelor's degree	7.0 %	16.0 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For

comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

- Special Education
- Supplemental School Counseling Program
- Title I
- Title II
- Title III – Limited English Proficient
- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education
- Transportation

Salary Comparison 2006-07		
	SJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,082	\$39,692
Mid-Range Teacher Salary	\$71,411	\$62,830
Highest Teacher Salary	\$85,741	\$80,472
Superintendent Salary	\$165,678	\$166,547
Average Principal Salaries:		
Middle School	\$105,523	\$104,522
Percentage of General Fund Expenditures for:		
Teacher Salaries	43.4%	40.2%
Administrative Salaries	5.5%	5.8%

Expenditures Per Student

For the 2006-07 school year, Snowline Joint Unified School District spent an average of \$6,966 of total general funds to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Snowline Joint Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received categorical, special education, and support programs funds for:

- Agricultural Vocational Incentive Grants
- After School Learning & Safety
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- CA High School Exit Exam (CAHSEE)
- Carl Perkins
- Career Technical Education Equipment and Supplies
- Community Based Tutoring
- Discretionary Block Grant
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented
- Instructional Materials, Library Materials and Education Technology
- Lottery: Instructional Materials
- Partnership Academies Program
- Peer Assistance & Review
- Professional Development Block Grant
- Pupil Retention Grant
- Regional Occupation Centers and Programs
- School Safety
- School & Library Improvement Block Grant

Expense of Education Per Pupil 2006-07					
	Dollars Spent per Student				
			State Avg., Dist.		
	PMMS	SJUSD	% Diff. School & Dist.	% Same Size & Type	% Diff. School & State
ADA*	918	8372	N/A	N/A	N/A
Total**	\$5,859	\$7,393	79.24	N/A	N/A
Restr.†	\$996	\$2,140	46.53	N/A	N/A
Unrestr.††	\$4,863	\$5,253	92.57	\$5,300	91.76
Avg. Teacher Salary	\$63,174	\$64,097	98.56	\$62,157	101.64

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Pinon Mesa Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Pinon Mesa Middle School's SARC and access the internet at any of the county's public libraries. The closest public library to Pinon Mesa Middle School is Serrano Library, located at 9292 Sheep Creek Road, Phelan (Serrano High School Campus).

Hours: M-Th 3-8; Sat. 10-5

Phone Number: (760) 868-0583

Number of Computers Available: 8

Printers Available: Yes