

# Snowline Joint Unified School District Heritage School

Grades K through 8  
John Garner, Principal



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

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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

Heritage School opened in 1995 as a school of choice for parents seeking an alternative approach to their child's education. Our traditional educational setting focuses on basic instruction and emphasizes reading and arithmetic fundamentals, challenging curricula and expectations, respectful behavior, a strict dress code, and mandatory parent involvement. An advisory board comprised of parents, staff members, students, and administration upholds the standards established by the school's founders. We encourage parents to join our parent group, Very Important Parent Association (VIPA), which raises funds for schoolwide programs.

The information provided in this School Accountability Report Card, required through the passage of Proposition 98 in 1988, identifies the progress we have made during the 2007-08 school year. The qualifications of our school staff, condition of our facilities, quality of instructional materials, progress in meeting state academic criteria, and specialized programs are presented for your review and evaluation.

If you have any questions about our school program or information presented in this report, please feel free to contact me.

## Mission Statement

Learning for ALL...Whatever It Takes.

## School Profile

Heritage School is located in the eastern region of the district's boundaries and serves students in grades kindergarten through eight following a traditional calendar. Heritage School has held students and staff to the highest standards which has proven successful since 1995. School administration and teaching staff believe that students demonstrate success in many ways beyond academics, including respectful behavior, excellent work habits, and involvement in such extracurricular activities as service organizations, clubs, and organized sports. Heritage School's record of success speaks volumes, consistently ranking among the highest performing schools in the High Desert region and San Bernardino County.

At the beginning of the 2007-08 school year, 547 students were enrolled, including 6% in special education, 1% qualifying for English Language Learner support, and 12% qualifying for free or reduced price lunch. Heritage School achieved a 2008 Academic Performance Index (API) score of 902 and met all 2008 Adequate Yearly Progress criteria.

Percentage of Students by Ethnicity  
2007-08 Enrollment: 547

Caucasian	70.38 %
Hispanic or Latino	19.01 %
Asian	5.30 %
African-Amer.	1.65 %
Multiple/No Response	1.65 %
Amer. Indian or Alaskan Native	1.10 %
Pacific Islander	0.73 %
Filipino	0.18 %

## 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 Heritage School 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), Aprenda 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, Heritage School is required by the state to administer a physical fitness test to all students in grade five and 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, 54.1% of the grade five students and 64.4% 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/](http://www.cde.ca.gov/ta/tg/pf/).

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

	Heritage School			District			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	77	76	75	48	48	50	42	43	46
Math	83	81	78	41	40	42	40	40	43
Science	78	74	81	45	51	54	35	38	46
Social Science	67	60	81	41	38	43	33	33	36

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

	Heritage School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	*	*	91	*	63	*	77
Math	*	*	91	*	69	*	80
Science	*	*	*	*	70		84
Social Science	*	*	*	*	73		85

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

	Heritage School						
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Language Arts	69	81	*	55	42		
Math	78	78	*	76	62		
Science	83	80		58	*		
Social Science	80	82					

## 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	10	10	10
Similar Schools Rank	10	10	10

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	902	15	-13	5
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	855	6	-28	-10
Pacific Islander	*	*	*	*
Caucasian	911	18	-7	5
Students with Disabilities	*	*	*	*
Economically Disadvantaged	*	*	*	*
English Learners	*	*	*	*

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/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://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	HS	SJUSD
Overall Results	Yes	No
<i>Participation Rate - 2007-08</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	Yes	No
Math	Yes	No
API Score 620 or Increase API by 1 point	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, Heritage School did not participate in the Title I program and is therefore not required to comply with program mandates.

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/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status		
	HS	SJUSD
PI Status	N/A	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

N/A = not participating in Title I Program

## 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. All parents are required to donate

Parents stay informed on upcoming events and school activities through ConnectEd, Monthly School Newsletter, School Marquee, School Website, Parent Handbook, E-mail, Progress Reports (every four weeks), and Aeries Parent Portal. Contact Principal John Garner at (760) 868-2422 for more information on how to become involved in your child's learning environment.

## Opportunities to Volunteer

School Activities  
Classroom Activities  
Field Trip Chaperones  
Teacher Projects

## Committees

Advisory Board  
Very Important Parent Association (VIPA)

## School Activities

Back to School Night  
Open House  
Fall Carnival  
Talent Show  
Father-Daughter Dance  
Mother-Son Event  
Veteran's Dinner  
Honor Roll Assemblies

## 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. Heritage School's original facilities were built in 2001; 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:

- Upgrade student restroom facilities
- Ongoing campus beautification

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. Two day custodians and three evening custodians are assigned to Heritage School. The day custodians are responsible for:

- Cafeteria Cleanup/Setup
- Office Area Cleaning
- General Cleaning of Classrooms
- Restroom Cleaning
- Special Events Preparations

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	2001
	<b>Quantity</b>
Permanent Classrooms	0
Portable Classrooms	24
Restrooms (student use)	3 sets
Libraries	1
Computer Labs	2
Teacher Work Rooms	1
Audiovisual Room	1
Music Room	1
Science Lab	1
Special Services Room	1
Teacher Lunch Room	1

### Deferred Maintenance

Heritage 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, Heritage School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

### Facilities Inspection

The district's maintenance department inspects Heritage School on an annual basis in accordance with Education Code §17592.72(c)(1). Heritage 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 Friday, August 22, 2008. During fiscal year 2007-08, all

restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, August 22, 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)	K-5 Lower Campus: some stained ceiling tiles. Grades 6-8 Upper Campus: stained ceiling tiles.
(13)	K-5 Lower Campus: playground slides non-compliant, not operated. Grades 6-8 Upper Campus: recurring pot holes repaired via work orders.
(14)	K-5 Lower Campus: periodic roof leaks. Grades 6-8 Upper Campus: work order placed for 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, campus monitors are strategically assigned to designated entrance areas and the playground. During recess, campus monitors and parent volunteers supervise playground activity. Four campus monitors and parent volunteers share supervision of lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, campus

monitors oversee student behavior to ensure a safe and orderly departure. Heritage 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 Heritage 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 2006 and updated in September 2006. Staff responsibilities and safety plan updates were discussed with staff in September 2006.

## Classroom Environment

### Instructional Time

All instructional time offered at Heritage School either meets or exceeds California's Education Code requirements. For the 2007-08 school year, Heritage School offered 180 days of instruction comprised of 166 regular days and 14 modified days. Modified days were used for staff development and teacher collaboration on student assessment data and instructional practices.

The table below is a comparison of the instructional minutes offered and the state's instructional time requirements.

Instructional Minutes 2007-08		
Grade Level	Actual Minutes Offered	State Requirement
K	36,000	36,000
1-3	55,510	50,400
4-8	59,800	54,000

### Discipline & Climate for Learning

Heritage School's discipline policies are based upon a uniform demerit system, which is used as a guide to promote responsibility, respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Heritage 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.

At the beginning of the school year, school rules, discipline policies, and behavior expectations are shared with students in the student handbook, in the student planner, and in classroom presentations led by the principal. Students are reminded throughout the school year of their individual responsibility to make good choices in behavior at the weekly 15-minute Challenge Assembly.

Administrators and teachers recognize students demonstrating good citizenship, positive behavior, and student achievement on a weekly basis. Individual honors include Honor Roll, academic awards, and good behavior recognition.

Extracurricular and enrichment programs held after school promote academic achievement, self-esteem, and a sense of community. Heritage School offers Associated Student Body (ASB), Band, Builder's Club, Chess Club, Chorus, Computer Club, Drama Productions, Sign Language Club, Knitting Club, Marine Society, and Ski & Snowboard. Sports programs promote teamwork and good sportsmanship. Sports teams include volleyball, cross country, and soccer.

Suspensions & Expulsions			
	HS		
	05-06	06-07	07-08
Suspensions (#)	4	7	5
Suspensions (%)	0.78 %	1.33 %	0.91 %
Expulsions (#)	1	0	0
Expulsions (%)	0.19 %	0.00 %	0.00 %
SJUSD Elementary Schools			
Suspensions (#)	111	151	235
Suspensions (%)	3.27 %	4.20 %	6.01 %
Expulsions (#)	1	2	2
Expulsions (%)	0.03 %	0.06 %	0.05 %

*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.*

### Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Heritage School participates in the state's Class Size Reduction Program (CSR), which provides funding to reduce K-3 class sizes to 20 students or less. During the 2007-08 school year, 100% of Heritage School's K-3 classes participated in the CSR Program. The "Percentage of K-3 Classrooms Participating in the Class Size Reduction Program" table in this report illustrates the participation rate of classrooms in the CSR by grade level.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2005-06	2006-07	2007-08
K	100 %	100 %	100 %
1	100 %	100 %	100 %
2	100 %	100 %	100 %
3	100 %	100 %	100 %

Class Size Distribution Self-Contained Classes				
Grade	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.3	3		
1	20.0	3		
2	20.0	3		
3	20.0	3		
4	30.0		2	
5	30.5		2	
6	29.5		4	
2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	3		
1	18.0	3		
2	19.3	3		
3	20.0	3		
4	30.0		2	
5	32.0		2	
6	32.5		2	2
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.0	3		
1	20.0	3		
2	19.7	3		
3	20.0	3		
4	32.0		2	
5	32.0		2	
6	31.2		6	

### 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	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	25.0	1	3	*
Math	25.0	1	3	*
Science	25.0	1	3	*
Social Science	25.0	1	3	*
2006-07				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	25.8	1	3	*
Math	25.8	1	3	*
Science	25.8	1	3	*
Social Science	25.8	1	3	*
2007-08				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	30.0	*	4	*
Math	30.0	*	4	*
Science	30.0	*	4	*
Social Science	30.0	*	4	*

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Heritage 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 Heritage School takes place on minimum days as a component of structured teacher planning time. Supplemental staff development sessions were held on minimum days and during staff meetings; training sessions emphasized writing, data analysis, and developing effective instructional strategies to improve student performance.

Heritage 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 Heritage 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
<b>Language Arts</b>		
1997	Rosen Publishing, <i>Accelerated Reader</i>	K-5
1999	Sopris West, <i>Language!</i>	3-8
2003	Houghton Mifflin Company, <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	K-5
2005	Learning Headquarters, <i>Learning Headquarters Writing Program</i>	K-5
2005	Jane Schaffer, <i>Jane Schaffer Writing Program</i>	6-8
2006	Houghton Mifflin, <i>Lectura-Triunfos (Two-way immersion)</i>	6
2007	McDougal-Littell, <i>The Language of Literature</i>	6-8
<b>Math</b>		
2005	Saxon Publishers, <i>Saxon Math</i>	K-8
<b>Science</b>		
2007	Prentice Hall, <i>Focus on Earth Science</i>	6
2007	Houghton Mifflin, <i>California Science</i>	K-5
2007	Prentice Hall, <i>Focus on Life Science</i>	7
2007	Prentice Hall, <i>Focus on Physical Science</i>	8
<b>Social Science</b>		
2006	Teacher's Curriculum Institute, <i>History Alive!</i>	6-8
2006	Harcourt School Publishers, <i>Reflections: California Series</i>	K-5

## School Leadership

School leadership is a responsibility shared among the principal, school staff, and parents. Principal John Garner is responsible for the day-to-day operations of the school and overall instructional program.

Heritage School takes a team approach in the decision-making process. Staff meetings are held once a month to discuss student progress, intervention programs, and teaching strategies. Once a month the principal and four FOS coaches analyze, evaluate, and identify staff development needs to improve student achievement.

Principal John Garner has been in the educational field for 15 years and serving Heritage School for 4 years (as of 2007-08). Previous positions held in education include: middle school teacher and dean of students. Principal John Garner holds a bachelor's degree in journalism, a master's degree in curriculum and instruction, a Clear Single Subject Teaching Credential, and a Clear Administrative Services Credential.

## 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 3 through 8 who have been identified as academically gifted through district testing and teacher referral. Students are clustered in the classroom to receive differentiated instruction from GATE-trained teachers.

For students whose primary language is not English and who have limited English proficiency, Heritage 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. Heritage School's teachers monitor progress of English Learners continually and adjust individualized instruction to meet current 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.

Heritage School's special education program is staffed by one part-time resource specialist teacher and two instructional associates. 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 with supplemental support in the general education classroom and in the resource room. 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.

Heritage 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, and end-of-unit exams, 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:

- Read Naturally
- Spalding Writing Road to Reading
- Early Reading Intervention
- Instruction Extension (grades 6-8)
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, daily classwork, end-of-unit tests, and classroom observation to measure

ongoing academic progress and adjust instructional needs.

## Professional Staff

### Substitute Teachers

Heritage 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 90 semester units of college level coursework

### Teacher Evaluations

Evaluation procedures and criteria for Heritage 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

Heritage 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 Heritage 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
Health Technicians	2	1.0
Counselor	1	0.6
Psychologist	1	0.2
School Nurse	1	0.2
Speech & Language Pathologist	1	0.5

FTE = Full-Time Equivalent

### Teacher Assignment

During the 2007-08 school year, Heritage School had 23 teachers who met all credential requirements in accordance with state guidelines. All of Heritage 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
Heritage School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	98.3 %	1.7 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	97.2 %	2.8 %

Teacher Credentials & Assignments				
	HS			SJUSD
	05-06	06-07	07-08	07-08
Total Teachers	23	23	23	400
Teachers with full credentials	23	23	23	362
Teachers without full credentials	0	0	0	38
Teachers in alternate routes to certification	0	0	0	31
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	6
Teachers with waivers	0	0	0	1
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	1	0	0
Teacher misassignments for English learners	0	1	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	1	0	0

Teacher Credentials & Assignments (cont'd)		
	HS	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		
	HS	SJUSD
	Doctorate	0.0 %
Master's degree plus 30 or more semester hours	30.4 %	24.3 %
Master's degree	30.4 %	27.0 %
Bachelor's degree plus 30 or more semester hours	21.7 %	32.0 %
Bachelor's degree	17.4 %	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.)

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
<b>Average Principal Salaries:</b>		
Elementary School	\$104,877	\$98,460
<b>Percentage of General Fund Expenditures for:</b>		
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:

- 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

- 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

Expense of Education Per Pupil 2006-07					
	Dollars Spent per Student				
				State Avg., Dist.	% Diff. School & State
	HS	SJUSD	% Diff. School & Dist.	Same Size & Type	
ADA*	502	8372	N/A	N/A	N/A
Total**	\$5,737	\$7,393	77.60	N/A	N/A
Restr.†	\$478	\$2,140	22.33	N/A	N/A
Unrestr.††	\$5,259	\$5,253	100.11	\$5,300	99.23
Avg. Teacher Salary	\$72,952	\$64,097	113.81	\$62,157	117.37

\* 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 Heritage 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 Heritage School's SARC and access the internet at any of the county's public libraries. The closest public library to Heritage School is the Serrano Branch 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