

Snowline Joint Unified School District Desert View Independent School

Grades K through 12
Dave Smith, Principal



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2008-09 School Accountability Report Card *Published January 2010*

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Principal's Message

I'd like to welcome you to Desert View's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, learning environment, and condition of facilities.

Desert View students have the opportunity to complete their education in a unique way and at their own pace. Students are expected to meet the same grade level proficiency and graduation requirements as those students enrolled in the district's comprehensive schools. Teaching staff are caring and committed to providing the instruction and guidance needed for success in the independent study program.

Mission Statement

Learning for ALL...Whatever It Takes.

School Profile

Desert View Independent School is located in the central region of the district's boundaries and serves students in grades kindergarten through twelve following a traditional calendar. At the beginning of the 2008-09 school year, 98 students were enrolled, including 6% in special education, 3% qualifying for English Language Learner support, and 23% qualifying for free or reduced price lunch. Desert View Independent School achieved a 2009 Academic Performance Index (API) score of 707 and met all 2009 Adequate Yearly Progress criteria.

The independent study structure enables students to progress through a standards-based curriculum at their own pace and learning level. Individualized instruction with certificated staff ensures students successfully acquire the necessary skills, knowledge, and concepts in all subject areas. Students may concurrently enroll (1) at the local community college for supplemental coursework and enrichment classes and (2) at Serrano High for student leadership opportunities, ROP, and 9-12 traditional coursework.

Percentage of Students by Ethnicity
2008-09 Enrollment: 98

Caucasian	74.49 %
Hispanic or Latino	19.39 %
Multiple/No Response	4.08 %
African-Amer.	1.02 %
Amer. Indian or Alaskan Native	1.02 %

Student Achievement

National Assessment of Educational Progress (NAEP)

NAEP is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in math, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and math are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) are reported based on three levels (identified, excluded, and assessed).

In the following table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Snowline Joint Unified School District or Desert View Independent School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE NAEP web page at <http://www.cde.ca.gov/ta/tg/nr/>.

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

National Assessment of Educational Progress - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Average Scale Score		Percent at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading					
Fourth Grade	209	220	30	18	5
Eighth Grade	251	261	41	20	2
Math					
Fourth Grade	232	239	41	25	5
Eighth Grade	270	282	36	18	5

National Assessment of Educational Progress - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight				
	Students with Disabilities		English Learners	
	State	National	State	National
	Reading			
Fourth Grade	74%	65%	93%	80%
Eighth Grade	78%	66%	92%	77%
Math				
Fourth Grade	79%	84%	96%	94%
Eighth Grade	85%	78%	96%	92%

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Desert View Independent School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
	Language Arts	46	46	34	48	50	52	43	46
Math	12	10	14	40	42	48	40	43	46
Science	38	39	24	51	54	56	38	46	50
Social Science	19	18	23	38	43	46	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Desert View Independent School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
	Language Arts	*	*		*	22	
Math	*			*	7		15
Science	*	*					28
Social Science	*	*		*	28		23

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	Desert View Independent School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
	Language Arts	31	36	*	23	*
Math	18	12	*	12	*	
Science		33		25		
Social Science	33	19	*	22	*	

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Desert View Independent School			SJUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	*	*		55.7	51.2		52.9	52.0	
Math	*	*		48.6	50.9		51.3	53.3	

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2008-09						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Caucasian	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

* To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 60% of Desert View Independent School's tenth grade students who took the test passed the math portion of the exam and 67% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Physical Fitness

In the spring of each year, Desert View Independent School is required by the state to administer a physical fitness test to all students in grade seven and grade nine. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pfi/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	-	-	-
Seventh	*	*	*
Ninth	*	*	*

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			
	2006	2007	2008
Statewide Rank	6 *	6 *	7 *
Similar Schools Rank	N/A	N/A	N/A

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

Academic Performance Index (API) Three Year Performance Comparison				
	API Score	Increase/Decrease in API Score		
	2009	2006-07	2007-08	2008-09
Schoolwide - All Students	*	9	36	-39
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	*	*	*	*
Students with Disabilities	*	*	*	*
Economically Disadvantaged	*	*	*	*
English Learners	*	*	*	*

Results generated from 2007, 2008, and 2009 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 2008-09 AYP cycle, high schools must achieve a 44.5% or higher proficiency rate in English/Language Arts and 43.5% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 650 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83.1%.

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 2008-09		
<i>Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	DVIS	SJUSD
Overall Results	Yes	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	Yes	No
Math	Yes	No
API Score <i>0 or Increase API by 0 point</i>	Yes	Yes
Graduation Rate	Yes	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 2008-09, Desert View Independent 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/.

Title I Program Improvement (PI) Status		
	DVIS	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.

Parents stay informed on upcoming events and school activities through ConnectEd, school newsletters, and direct personal contact. Contact the principal or your child's teacher at (760) 868-6277 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Contact the school office for current opportunities.

Committees

School Site Council
Parent Advisory Group

School Activities

Back to School Night
Open House
Parent Education Workshops

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. Desert View Independent 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. During the 2008-09 school year, campus improvements included the installation of a surveillance security system.

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 is assigned to Desert View Independent School and is responsible for:

- General Cleaning of Classrooms
- Office Areas
- Special Events Preparations

Restrooms are checked twice a day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	2001
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	0
Portable Classrooms	2
Restrooms (sets)	1
Administration Office	1
Teacher Work Room (Portable)	1

Deferred Maintenance

Desert View Independent 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 2008-09 school year, Desert View Independent School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

For the 2008-09 school year, the district has budgeted \$427,000 for the deferred maintenance program. This represents 0.7 % of the Snowline Joint Unified School District general fund budget.

Facilities Inspection

The district's maintenance department inspects Desert View Independent School on an annual basis in accordance with Education Code §17592.72(c)(1). Desert View Independent 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 14, 2009. During fiscal year 2008-09, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, August 14, 2009			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical			✓
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(D)	Rms 101, 102: bulbs out. Rms 102, 20, 21: fixtures out. m 20: cracked diffuser.

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

Rating Description

Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

Campus Supervision

Simply due to the nature of the independent study program, students are directly supervised at all times while on campus. As students arrive for their weekly appointment, they report directly to their assigned teacher's classroom for instruction. Students who are in grades K-6 are escorted by a parent/guardian who is required to stay during the instructional period. Students in grades 9-12 arrive and depart on their own without a parent or adult escort. Desert View Independent 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 Desert View Independent 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, updated, and discussed with school staff in August 2009.

Classroom Environment

Discipline & Climate for Learning

Desert View Independent School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	DVIS		
	06-07	07-08	08-09
Suspensions (#)	0	1	0
Suspensions (%)	0.00 %	0.82 %	0.00 %
Expulsions (#)	0	0	1
Expulsions (%)	0.00 %	0.00 %	1.03 %
SJUSD High Schools			
Suspensions (#)	957	928	658
Suspensions (%)	30.74 %	29.30 %	21.72 %
Expulsions (#)	98	94	78
Expulsions (%)	3.15 %	2.97 %	2.58 %

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.

Dropouts

Desert View Independent School's teachers and administrative staff practice the early identification

of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring CAHSEE test results and performance, parent conferences, counseling, and concurrent enrollment in the local community college. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2007-08 data are the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2005-06 school year, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) * 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	DVIS		
	05-06	06-07	07-08
Dropout Rate	0.0%	8.1%	3.3%
Graduation Rate	0.0%	83.3%	92.3%
SJUSD			
	05-06	06-07	07-08
	Dropout Rate	0.2%	1.5%
Graduation Rate	91.3%	95.0%	95.5%
California			
	05-06	06-07	07-08
	Dropout Rate	3.5%	4.4%
Graduation Rate	83.4%	80.6%	80.2%

Graduation Requirements

Students must accumulate 230 course credits, pass the math portion of CAHSEE and pass the language arts portion of CAHSEE to receive a high school diploma from Desert View Independent School. Alternative methods of acquiring a diploma are available through the continuation school, community day school, community college, and adult school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Desert View Independent School. The following table illustrates the percentage of students graduating from Desert View Independent School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2007-08**		
Desert View Independent School	SJUSD	California
73.5 %	83.8 %	80.2 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published

** Most current information available

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Desert View Independent School revolve around the California State Content Standards and Frameworks. Professional development activities continue to support the expanding 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 curriculum frameworks and standards to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

During the 2008-09 school year, Desert View Independent School participated in one district-sponsored staff development day which focused on credit recovery programs and the at-risk population of students. Ongoing site level implementation of FOS activities at Desert View Independent School take place at staff meetings and after school. Teachers meet in grade level and department teams to analyze assessment results, redirect instruction accordingly and plan intervention. Teachers from Eagle Summit Community Day School and Chaparral High School join teachers at Desert View Independent School for most staff training sessions and monthly staff meetings.

Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2008-09 school year, district offerings included:

- Response to Intervention
- DIBELS Assessment Administration Training
- Pacing, Assessments, and Instructional Pieces
- Reading Intervention Training for Upper Grades
- Differentiated Instruction Training for Gifted & Talented Students
- Writing Instruction
- Research Based Best Practices Based on Dr. Riggs' Work
- FOS - Collaboration
- Special Education

Desert View Independent School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
0	0	1

Instructional Materials

All textbooks used in the core curriculum at Desert View Independent School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Education. The district follows the State Board of Education's

six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Tuesday, September 22, 2009, 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 #10-932 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, (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, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2009-10 school year, Snowline Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
Foreign Languages		
2005	McDougal Littell, <i>Abriendo Puertas: Tomo I & II</i>	0 %
2005	McDougal Littell, <i>Discovering French Nouveau</i>	0 %
2005	McDougal Littell, <i>En Espanol 1 & 2</i>	0 %
History-Social Science		
2006	Harcourt School Publishers, <i>Reflections: California Series</i>	0 %
2006	Holt, Rinehart and Winston, <i>World Geography Today</i>	0 %
2006	Pearson Prentice Hall, <i>America: Pathways to the Present</i>	0 %
2006	Pearson Prentice Hall, <i>Economics: Principles in Action</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
2006	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
2006	Teachers' Curriculum Institute, <i>History Alive! California Middle Schools Program</i>	0 %
Language Arts		
2002	Holt McDougal, <i>The Language of Literature</i>	0 %
2003	Houghton Mifflin, <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	0 %
2006	Houghton Mifflin, <i>Lectura-Triunfos (Two-way</i>	0 %

	<i>mmersion)</i>	
2005	Jane Schaffer, <i>Jane Schaffer Writing Program</i>	0 %
2005	Jane Schaffer, <i>Jane Schaffer Writing Program</i>	0 %
2005	Learning Headquarters, <i>Learning Headquarters Writing Program</i>	0 %
2007	McDougal Littell, <i>The Language of Literature</i>	0 %
1997	Rosen Publishing, <i>Accelerated Reader</i>	0 %
1997	Rosen Publishing, <i>Accelerated Reader</i>	0 %
1999	Sopris West Educational Services, <i>Language!</i>	0 %
1999	Sopris West Educational Services, <i>Language!</i>	0 %
Math		
2004	Glencoe/McGraw-Hill, <i>Geometry: Concepts and Applications</i>	0 %
2001	Harcourt School Publishers, <i>Harcourt Math © 2002</i>	0 %
2009	Holt, <i>Holt CA Geometry</i>	0 %
2004	Holt McDougal, <i>McDougal Littell Algebra 1</i>	0 %
2005	Holt McDougal, <i>McDougal Littell Algebra 2</i>	0 %
2005	Saxon, <i>Saxon Math</i>	0 %
Science		
2007	Holt, Rinehart and Winston, <i>Biology CA</i>	0 %
2007	Houghton Mifflin, <i>Houghton Mifflin California Science @2007</i>	0 %
2007	Merrill Publishing, <i>Chemistry: A Modern Course</i>	0 %
2007	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2007	Pearson Prentice Hall, <i>Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science</i>	0 %

- End of course exams
- Completion of course-required projects
- On-the-job observation
- Classroom observation

Work experience students are partnered with local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the students' assigned teacher or the counselor upon request.

Regional Occupational Programs (ROP) are offered in partnership with the San Bernardino County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Professional Staff

Counseling & Support Staff

Desert View Independent 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 Desert View Independent 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) 2008-09		
	No. of Staff	FTE
Counselor	1	.3
Nurse	1	*

* as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2008-09 school year, Desert View Independent School had 6 teachers who met all credential requirements in accordance with state guidelines. 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 by NCLB-compliant and non-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.

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. Desert View Independent School offers only those classes required to earn a high school diploma. Students may take college level courses at Serrano High or the local community college while simultaneously enrolled at Desert View Independent School.

Admission Requirements for California Public Universities

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Upon enrollment, students meet with their assigned teacher to discuss their four-year academic plan and technical/career education programs. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Desert View Independent School students may enroll in Regional Occupational Programs offered at Serrano High or Chaparral High. Individual student assessment of work readiness skills takes place through:

Percentage of Core Classes 2008-09		
	Taught by NCLB- Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Desert View Independent School	100.0 %	0.0 %
District Totals		
All Schools	97.6 %	2.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	100.0 %	0.0 %

Teacher Credentials & Assignments				
	DVIS			SJUSD
	06-07	07-08	08-09	08-09
Total Teachers	5	5	6	385
Teachers with full credentials	5	5	6	353
Teachers without full credentials	0	0	0	32
Teachers in alternate routes to certification	0	0	0	25
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	4
Teachers with waivers	0	0	0	1
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	2
Teacher misassignments for English learners	0	0	0	2
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	1	0	0	0

Teacher Credentials & Assignments (cont'd)		
	DVIS	SJUSD
	09-10	09-10
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 2008-09		
	DVIS	SJUSD
Doctorate	0.0 %	0.5 %
Master's degree plus 30 or more semester hours	100.0 %	31.7 %
Master's degree	0.0 %	29.4 %
Bachelor's degree plus 30 or more semester hours	0.0 %	26.0 %
Bachelor's degree	0.0 %	12.5 %
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: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	SJUSD	State Average of Districts in Same Category
	Beginning Teacher Salary	\$41,284
Mid-Range Teacher Salary	\$73,553	\$64,688
Highest Teacher Salary	\$88,313	\$82,849
Superintendent Salary	\$164,197	\$176,845
Average Principal Salaries:		
High School	\$117,283	\$117,805
Percentage of General Fund Expenditures for:		
Teacher Salaries	43.5%	40.3%
Administrative Salaries	5.7%	5.9%

Expenditures Per Student

For the 2007-08 school year, Snowline Joint Unified School District spent an average of \$7,407 of total general funds to educate each student (based on 2007-08 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 www.cde.ca.gov/ds/fd/ec/ and 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 2007-08 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safety
- Agricultural Vocational Incentive Grants
- Arts & Music Block Grant
- CA High School Exit Examination
- California Peer Assistance & Review Program for Teachers (CPARP)
- Class Size Reduction Facilities Funding
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School & Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Teacher Recruitment/Incentives
- Title I

- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
	DVIS	SJUSD	% Diff. School & Dist.	State Avg., Dist.	% Diff. School & State
				Same Size & Type	
ADA*	113	8382	N/A	N/A	N/A
Total**	\$5,957	\$6,106	97.56	N/A	N/A
Restr.†	\$332	\$1,250	26.54	N/A	N/A
Unrestr.††	\$5,626	\$4,856	115.85	\$5,512	102.06
Avg. Teacher Salary	\$84,781	\$66,272	127.93	\$64,246	131.96

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Desert View Independent 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 Desert View Independent School's SARC and access the internet at any of the county's public libraries. The closest public library to Desert View Independent School is Serrano Branch Library, a branch of San Bernardino County Library.

Address: 9292 Sheep Creek Road, Phelan

Phone Number: (760) 868-0583

WebSite: <http://www.sbcounty.gov/library/home/>

Number of Computers Available: 10

Disclosure

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 September 2009. Those to prepare the school facilities section were acquired in October 2009.