

Snowline Joint Unified School District Heritage School

Grades K through 8
John Garner, Principal



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

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Principal's Message

The Heritage School opened in 1995 as a parent School of Choice, meaning we have a unique curriculum and policies that we believe make our school a good option for many parents and students. Heritage was founded upon the basic principle that students will rise to our high expectations, and that a demanding curriculum, devoted teachers and staff, involved parents, and a strong discipline policy will provide students with the support they need to be successful.

Our Advisory Board, comprised of teachers, parents, students, and the principal, is a decision-making body that guides the direction of the school, and we openly encourage parents to be involved in their child's education, through accountability at home, support of the teachers, and by actively participating in our parent organization, VIPA (Very Important Parent Association).

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. At the beginning of the 2008-09 school year, 538 students were enrolled, including 7% in special education, 2% qualifying for English Language Learner support, and 18% qualifying for free or reduced price lunch. Heritage School achieved a 2009 Academic Performance Index (API) score of 907 and met all 2009 Adequate Yearly Progress criteria.

Heritage School has held students and staff to the highest standards which has proven successful since 1995. School administration and teachers 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.

Percentage of Students by Ethnicity
2008-09 Enrollment: 538

Caucasian	70.82 %
Hispanic or Latino	17.66 %
Asian	6.88 %
Multiple/No Response	2.60 %
African-Amer.	0.93 %
Amer. Indian or Alaskan Native	0.74 %
Pacific Islander	0.37 %

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 Heritage 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/>.

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%

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.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Heritage School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	76	75	78	48	50	52	43	46	50
Math	81	78	83	40	42	48	40	43	46
Science	74	81	80	51	54	56	38	46	50
Social Science	60	81	82	38	43	46	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Heritage School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hispanic or Latino	Pacific Islander
Language Arts	*		86	79		71	*
Math	*		93	83		76	*
Science			91	80		70	
Social Science			*	85		67	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	Heritage School					
	Male	Female	Economically Disadvantaged	English Learners	Students with Disabilities	Migrant Educ.
Language Arts	73	84	*	70	46	
Math	80	85	*	81	63	
Science	79	81	*	45	*	
Social Science	76	91	*		*	

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 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/pf/.

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	34.4	28.1	20.3
Seventh	6.7	16.7	63.3
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	10	10	10
Similar Schools Rank	10	10	8

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	907	-13	5	7
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	882	-28	-10	28
Pacific Islander	*	*	*	*
Caucasian	908	-7	5	-1
Students with Disabilities	*	*	*	*
Economically Disadvantaged	871	*	*	*
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, elementary and middle schools must achieve a 46% or higher proficiency rate in English/Language Arts and 47.5% 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 650 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 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	Heritage	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 650 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 2008-09, 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/.

Title I Program Improvement (PI) Status		
	Heritage	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 contribute an hour's time each month.

Parents stay informed on upcoming events and school activities through ConnectEd, school newsletters, school web site, school marquee, parent handbook, email, progress reports, 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

Classroom Activities
 School 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
 Extracurricular Club

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:

- Replaced carpeting in some classrooms (Summer 2009)
- Installation of LCD projectors in classrooms

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
- Restrooms
- Special Events Preparation

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
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	0
Portable Classrooms	24
Restrooms (sets)	3
Libraries	1
Computer Lab(s)	2
Teacher Work Room(s)	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 2008-09 school year, Heritage School received \$13,882 in deferred maintenance funds for the repair and/or maintenance of:

- Floor Systems

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 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 Tuesday, August 18, 2009. During fiscal year 2008-09, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Tuesday, August 18, 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
(B)	Office/Library: stained tiles in library. Room 31: ceiling tiles missing.
(D)	Room 6: two lights out.

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, staff members are strategically assigned to designated entrance areas and the playground to provide supervision. During recess, campus monitors and parent volunteers supervise playground activity. Four campus monitors and parent volunteers oversee lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, campus monitors supervise 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, updated, and discussed with school staff in June 2009.

Classroom Environment

Discipline & Climate for Learning

Heritage 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			
	Heritage		
	06-07	07-08	08-09
Suspensions (#)	7	5	11
Suspensions (%)	1.33 %	0.91 %	2.04 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	SJUSD Elementary Schools		
Suspensions (#)	151	235	104
Suspensions (%)	4.20 %	6.01 %	2.78 %
Expulsions (#)	2	2	1
Expulsions (%)	0.06 %	0.05 %	0.03 %

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. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
	2006-07			
	Avg. Class Size	Number of Classrooms		
Grade		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			
	Avg. Class Size	Number of Classrooms		
Grade		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	
	2008-09			
	Avg. Class Size	Number of Classrooms		
Grade		1-20	21-32	33+
K	20.0	2		
1	20.0	3		
2	20.0	3		
3	29.5		2	
4	28.5		2	
5	28.0	1	2	
6	30.5		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. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
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	1	4	*
Math	30.0	*	4	*
Science	30.0	*	4	*
Social Science	30.0	*	4	*
2008-09				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	29.3	*	4	*
Math	29.3	*	4	*
Science	29.3	*	4	*
Social Science	29.3	*	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 continue to 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 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, Heritage School participated in two district-sponsored staff development days (half-days) which focused on language arts, science, and social science. Throughout the year on minimum days, teachers met in both grade level and department level teams to focus collaborative efforts in writing, data analysis, developing effective instructional strategies, and intervention techniques to improve student performance.

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, Heritage School's teachers attended the following events hosted by the Snowline Joint Unified School District:

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

Heritage 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 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 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, 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 core subject areas, districts are required to disclose in their SARC's 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
History-Social Science		
2006	Harcourt School Publishers, <i>Reflections: California Series</i>	0 %
2006	Teachers' Curriculum Institute, <i>History Alive! California Middle Schools Program</i>	0 %
Language Arts		
2003	Houghton Mifflin, <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	0 %
2006	Houghton Mifflin, <i>Lectura-Triunfos (Two-way Immersion)</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 %
1999	Sopris West Educational Services, <i>Language!</i>	0 %
Math		
2001	Harcourt School Publishers, <i>Harcourt Math © 2002</i>	0 %
2005	Saxon, <i>Saxon Math</i>	0 %
Science		
2007	Houghton Mifflin, <i>Houghton Mifflin California Science @2007</i>	0 %
2007	Pearson Prentice Hall, <i>Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science</i>	0 %

Professional Staff

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) 2008-09		
	No. of Staff	FTE
Health Technicians	2	1.0
Counselor	1	.6
Nurse	1	.2
Psychologist	1	.2
Speech & Language Pathologist	1	.5

FTE = Full-Time Equivalent

Teacher Assignment

During the 2008-09 school year, Heritage School had 22 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.

Percentage of Core Classes 2008-09		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Heritage 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				
	Heritage			SJUSD
	06-07	07-08	08-09	08-09
Total Teachers	23	23	22	385
Teachers with full credentials	23	23	22	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	1	0	0	2
Teacher misassignments for English learners	1	0	0	2
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	1	0	0	0

Teacher Credentials & Assignments (cont'd)		
	Heritage	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		
	Heritage	SJUSD
Doctorate	0.0 %	0.5 %
Master's degree plus 30 or more semester hours	36.4 %	31.7 %
Master's degree	27.3 %	29.4 %
Bachelor's degree plus 30 or more semester hours	18.2 %	26.0 %
Bachelor's degree	18.2 %	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	\$40,917
Mid-Range Teacher Salary	\$73,553	\$64,688
Highest Teacher Salary	\$88,313	\$82,849
Superintendent Salary	\$164,197	\$176,845
Average Principal Salaries:		
Elementary School	\$108,689	\$102,130
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				
	Heritage	SJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	502	8382	N/A	N/A	N/A
Total**	\$5,886	\$6,106	96.39	N/A	N/A
Restr.†	\$388	\$1,250	31.07	N/A	N/A
Unrestr.††	\$5,497	\$4,856	113.20	\$5,512	99.73
Avg. Teacher Salary	\$75,412	\$66,272	113.79	\$64,246	117.38

* 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 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 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.