

# Snowline Joint Unified School District Phelan Elementary School

Grades K through 5  
Stacey Stewart, Principal



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

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www.snowlineschools.com

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### Contents

Principal's Message  
Mission Statement  
School Profile  
Student Achievement  
Parent Involvement  
School Facilities & Maintenance  
Classroom Environment  
Curriculum & Instruction  
Professional Staff  
District Expenditures  
SARC Data

## Principal's Message

I'd like to welcome you to Phelan Elementary School'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, classroom environment, and condition of facilities.

Phelan Elementary School provides a caring, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Phelan Elementary School's students. We welcome any suggestions or questions you may have about the information contained in this report or about the school.

## Mission Statement

Learning for ALL...Whatever It Takes.  
People Helping Everyone. Learn & Achieve Now.

## School Profile

Phelan Elementary School is located in the central region of the district's boundaries and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2008-09 school year, 697 students were enrolled, including 11% in special education, 28% qualifying for English Language Learner support, and 64% qualifying for free or reduced price lunch. Phelan Elementary School achieved a 2009 Academic Performance Index (API) score of 778 and met all 2009 Adequate Yearly Progress criteria.

Phelan Elementary offers a rigorous, standards-based program that establishes high expectations for both students and staff. Classroom instruction is provided in a caring, nurturing environment that supports the emotional, physical, and academic development of each child.

The school was honored with the 2004 National Standards Counseling Program Academy Award in recognition of its outstanding and ongoing student support programs. Phelan Elementary School continuously employs effective strategies to foster emotional well-being, develop sound decision-making skills, and improve academic performance for all students.

Percentage of Students by Ethnicity  
2008-09 Enrollment: 697

Caucasian	49.21 %
Hispanic or Latino	43.47 %
African-Amer.	2.58 %
Multiple/No Response	2.15 %
Asian	1.58 %
Amer. Indian or Alaskan Native	0.72 %
Filipino	0.29 %

# 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 Phelan Elementary 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/starpkt5inrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.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									
	Phelan Elementary School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
	Language Arts	32	37	44	48	50	52	43	46
Math	40	45	64	40	42	48	40	43	46
Science	33	41	45	51	54	56	38	46	50
Social Science	0	0	0	38	43	46	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Phelan Elementary School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
	Language Arts	33	*	*	*	34	
Math	53	*	*	*	59		70
Science	*	*		*	41		51
Social Science							

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	Phelan Elementary School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
	Language Arts	40	48	31	38	33
Math	61	68	56	61	51	
Science	47	43	25	41	45	
Social Science						

## Physical Fitness

In the spring of each year, Phelan Elementary School is required by the state to administer a physical fitness test to all students in grade five. 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/](http://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	23.8	30.1	8.4
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	5	2	3
Similar Schools Rank	6	4	3

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

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2009	2006-07	2007-08	2008-09
Schoolwide - All Students	778	-38	29	55
Ethnic Subgroups				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	753	-17	27	47
Pacific Islander	*	*	*	*
Caucasian	801	-60	36	63
Other Subgroups				
Students with Disabilities	*	*	-7	*
Economically Disadvantaged	759	-34	32	53
English Learners	738	*	45	34

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/](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 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	PES	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, Phelan Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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

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

## Parent Involvement

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

Parents stay informed on upcoming events and school activities through ConnectEd, school newsletters, school web site, school marquee, CarPR, teacher notes/announcements, and school calendar. Contact the school office at (760) 868-3252 for more information on how to become involved in your child's learning environment.

**Opportunities to Volunteer**

- Classroom Helper
- Office Helper
- Library Helper
- State Testing
- Field Trip Chaperone
- Work Room Helper
- Book Room Helper
- Lost & Found Helper

**Committees**

- School Site Council
- English Learner Advisory Council
- Family Involvement Action Team
- Multicultural Team
- Parent Teacher Student Team (PTST)
- Leadership Team
- Positive Behavior Intervention & Support Team (PBIS)

**School Activities**

- Back to School Night
- Open House
- Breakfast with the Principal
- Dr. Seuss Night
- Fall Festival
- Multicultural Month
- Family Education Nights
- Walk For Wellness (presented by the Bryan Clay Foundation)

**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. Phelan Elementary School's original facilities were built in 1930; 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:

- Replace roof system on some buildings
- Deep cleaning in classrooms
- Resurface basketball play courts
- Refurbish drinking fountains
- Purchased new computers for computer lab
- Asbestos floor tile abatement in Room 6
- Upgraded/modernized HVAC controls
- Installation of new HVAC in kitchen
- Replacement of septic system
- Purchase/placement of recycling bins on main campus and at drop off/pick-up locations (scheduled for 2009-10)

Every morning before school begins, the custodian and campus monitors inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three day custodians and two evening custodians are assigned to Phelan Elementary School. The day custodians are responsible for:

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

Restrooms are checked frequently throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Restroom Cleanup
- Comprehensive Classroom Cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1930
Acreage	-
Square Footage	-
	<b>Quantity</b>
Permanent Classrooms	12
Portable Classrooms	20
Restrooms (sets)	5
Libraries	1
Computer Lab(s)	2
Multipurpose Room	1
Teacher Lunch/Work Room	1

**Deferred Maintenance**

Phelan Elementary 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, Phelan Elementary School received \$54,171 in deferred maintenance funds for the repair and/or maintenance of:

- Plumbing
- Heating/Air Conditioning Systems
- Other 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 Phelan Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Phelan Elementary 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 11, 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 11, 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)	Rm 11: needs carpet. Rms 14: clean, replace tackboard by door. Rm 20: stained tile. Rms 21,22, 25: stained tiles. Rm 26, 27, 30, 38, 39: new carpet. Rm 28: tear in tackboard. Rm 34: ceiling tile.	
(C)	Rm 15, 17, 19, 28, 30, 31, 32, 35, 36: clean carpet. rm 28, 30, 31, 32, 36, 37,39, 40: clean walls.	
(D)	Rm 1, 2: lighting needs repaired. Rm 6, 24, 26, 32, 35, 37: broken light diffusers. Rm 7, 8, 9, 10, 11, 12, 15, 17, 18, 29, 32: light fixtures out. Rms 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40: bulbs out.	
(F)	Rm 32: cracked and peeling paint.	
(H)	Classrooms 14-40: cracks in asphalt/uneven surfaces. Rm 14: cove missing by doorway.	

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**

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the following individuals are strategically assigned to designated entrance areas, the breakfast area and playground: teachers and campus monitors. During recess, campus monitors and parent volunteers supervise playground activity. Campus monitors, parent volunteers, and students (Peace Patrol members) supervise lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure.

Phelan Elementary 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 Phelan Elementary 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 September 2009.

## Classroom Environment

### Discipline & Climate for Learning

Phelan Elementary 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			
	PES		
	06-07	07-08	08-09
Suspensions (#)	100	146	32
Suspensions (%)	13.97 %	20.42 %	4.63 %
Expulsions (#)	2	2	1
Expulsions (%)	0.28 %	0.28 %	0.14 %
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				
Grade	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.6	7		
1	17.7	6		
2	20.0	6		
3	19.4	5		
4	28.0	1	3	
5	32.0		3	1
Combo K-3	13.0	1		
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	18.1	7		
1	18.7	6		
2	18.7	6		
3	20.7	5	1	
4	27.5		4	
5	31.8		3	1
Combo K-3	10.0	1		
Combo 4-8	15.0	1		
2008-09				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.0	7		
1	19.7	6		
2	21.2	5	1	
3	27.0		4	
4	27.8		4	
5	29.0		4	

Combo classes are any combination of the grades shown.

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Phelan Elementary 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, Phelan Elementary School participated in one district-sponsored staff development day which focused on follow-up training for Accelerated Math and EXCEL. Throughout the year, teachers met in grade level and department level teams to analyze student performance on district and state assessments, identify strategies to improve instruction in all content areas, and collaborate

across grade levels to ensure unity and consistency in the curriculum. Teaching staff may 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, Phelan Elementary 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 Gifted & Talented Students
- Writing Instruction
- Research Based Best Practices Based on Dr. Riggs' Work
- FOS - Collaboration
- Special Education

Phelan Elementary 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 Phelan Elementary 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 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
<b>History-Social Science</b>		
2006	Harcourt School Publishers, <i>Reflections: California Series</i>	0 %
<b>Language Arts</b>		
2003	Houghton Mifflin, <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	0 %
2005	Learning Headquarters, <i>Learning Headquarters Writing Program</i>	0 %
1997	Rosen Publishing, <i>Accelerated Reader</i>	0 %
1999	Sopris West Educational Services, <i>Language!</i>	0 %
<b>Math</b>		
2001	Harcourt School Publishers, <i>Harcourt Math ©2002</i>	0 %
<b>Science</b>		
2007	Houghton Mifflin, <i>Houghton Mifflin California Science @2007</i>	0 %

## Professional Staff

### Counseling & Support Staff

Phelan Elementary 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 Phelan Elementary 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	1.0
Nurse	1	*
Psychologist	1	.4
Speech Therapist	1	1.0

\* as needed  
FTE = Full-Time Equivalent

## Teacher Assignment

During the 2008-09 school year, Phelan Elementary School had 32 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
Phelan Elementary School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	97.6 %	2.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	100.0 %	0.0 %

Teacher Credentials & Assignments				
	PES			SJUSD
	06-07	07-08	08-09	08-09
Total Teachers	37	36	34	385
Teachers with full credentials	32	32	32	353
Teachers without full credentials	5	4	2	32
Teachers in alternate routes to certification	3	4	2	25
Pre-Internship	1	0	0	0
Teachers with emergency permits	0	0	0	4
Teachers with waivers	1	0	0	1
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	8	0	0	2
Teacher misassignments for English learners	8	0	0	2
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	1	0	0	0

Teacher Credentials & Assignments (cont'd)		
	PES	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		
	PES	SJUSD
Doctorate	0.0 %	0.5 %
Master's degree plus 30 or more semester hours	32.4 %	31.7 %
Master's degree	29.4 %	29.4 %
Bachelor's degree plus 30 or more semester hours	32.4 %	26.0 %
Bachelor's degree	5.9 %	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
<b>Average Principal Salaries:</b>		
Elementary School	\$108,689	\$102,130
<b>Percentage of General Fund Expenditures for:</b>		
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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](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 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

of the county's public libraries. The closest public library to Phelan Elementary 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.

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
	PES	SJUSD	% Diff. School & Dist.	State Avg., Dist.	% Diff. School & State
				Same Size & Type	
ADA*	702	8382	N/A	N/A	N/A
Total**	\$6,085	\$6,106	99.65	N/A	N/A
Restr.†	\$1,289	\$1,250	103.09	N/A	N/A
Unrestr.††	\$4,796	\$4,856	98.77	\$5,512	87.01
Avg. Teacher Salary	\$61,365	\$66,272	92.60	\$64,246	95.52

\* 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 Phelan Elementary 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 Phelan Elementary School's SARC and access the internet at any