

# Snowline Joint Unified School District Vista Verde Elementary School

Grades K through 5  
Maria Hughes, 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 Vista Verde 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.

Vista Verde 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 based on their individual needs 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 Vista Verde 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.

## School Profile

Vista Verde Elementary School is located in the northern 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, 808 students were enrolled, including 10% in special education, 31% qualifying for English Language Learner support, and 59% qualifying for free or reduced price lunch. Vista Verde Elementary School achieved a 2009 Academic Performance Index score of 751.

Vista Verde Elementary School opened its doors in 2006 in the city of Victorville to a large group of families eager to welcome a high quality educational program in their community. The principal leads a highly qualified, professional team offering a specially-designed curriculum to meet the needs of every child. Rigorous academics, and a warm, positive school environment creates opportunities to learn and achieve at the highest levels. Vista Verde Elementary School is a community-based school that shares its facilities/playing fields (after school hours) with local youth organizations and city programs.

Percentage of Students by Ethnicity  
2008-09 Enrollment: 808

Hispanic or Latino	50.87 %
Caucasian	18.56 %
African-Amer.	18.07 %
Multiple/No Response	7.67 %
Asian	1.98 %
Filipino	1.86 %
Pacific Islander	0.74 %
Amer. Indian or Alaskan Native	0.25 %

## 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 Vista Verde 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/>.

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](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Vista Verde Elementary School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	37	44	44	48	50	52	43	46	50
Math	44	47	46	40	42	48	40	43	46
Science	24	38	47	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							
	Vista Verde Elementary School						
	African-American	American Indian or Alaskan Native	Asian	Caucasian	Filipino	Hispanic or Latino	Pacific Islander
Language Arts	35	*	73	48	*	42	*
Math	31	*	91	59	*	44	*
Science	16	*	*	67	*	46	*
Social Science							

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	Vista Verde Elementary School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	39	49	35	34	54	
Math	50	42	46	41	61	
Science	53	40	48	40	*	
Social Science						

### Physical Fitness

In the spring of each year, Vista Verde 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	22.1	27.9	16.9
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	5
Similar Schools Rank	*	8	10

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	751	*	3	-12
African-Amer.	683	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	748	*	17	-25
Pacific Islander	*	*	*	*
Caucasian	792	*	-7	8
Students with Disabilities	*	*	*	*
Economically Disadvantaged	723	*	-6	-18
English Learners	730	*	-12	-51

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	VVES	SJUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CAHSEE Exam)</i>		
Language Arts	No	No
Math	No	No
API Score	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, Vista Verde 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		
	VVES	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, flyers, monthly school newsletters, weekly teacher newsletters, letters, and CarPR. Contact school office staff at (760) 662-5650 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Classroom Helper  
Office Helper  
Library Helper  
Student Supervision  
Chaperone Field Trips  
Assist with End-of-Year Celebration Activities  
Assist with After School Activities Program (ASAP)

### Committees

School Site Council  
English Learner Advisory Council  
Family Involvement Action Team  
Multicultural Committee  
Parent Teacher Student Association

### School Activities

Back to School Night  
Open House  
Multicultural Week  
Parent Education Workshops  
Family Education Nights  
Breakfast with the Principal  
Fall Festival  
TRUST (noontime sports program)  
Back to School BBQ  
Viper Center  
Schoolwide Recycling Program

## 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. Vista Verde Elementary School's original facilities were built in 2006; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Installation of two kindergarten classrooms
- Opened a state preschool program on campus
- Installation of motivational/behavioral signage
- Installation of new shade structure

Every morning before school begins, the day 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 Vista Verde Elementary School. The day custodians are responsible for:

- Office Area Cleaning
- Cafeteria Setup/Cleanup
- General Classroom Cleaning
- Special Events Preparation

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

- Restroom Cleaning
- Comprehensive Classroom Cleaning

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

Campus Description	
Year Built	2006
Acreage	10
Square Footage	-
	Quantity
Permanent Classrooms	6
Portable Classrooms	36
Restrooms (sets)	3
Library	1
Computer Lab	1
Multipurpose Room	1
Staff Lunch Room	1
Teacher Work Room	1

### Deferred Maintenance

Vista Verde 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, Vista Verde Elementary 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 Vista Verde Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Vista Verde 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 Monday, August 17, 2009. During fiscal year 2008-09, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Monday, August 17, 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 14: wall panel has tear. MPR: tears in wall paper.
(C)	Rm 8: overall cleanliness.
(D)	Rm 25: stained ceiling tile.

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

**Rating Description**

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

**Campus Supervision**

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the following individuals are strategically assigned to designated entrance areas, the breakfast area and playground: the principal, teachers, counselor, classified staff, and parent volunteers. During recess, the principal, campus monitors, counselor, and an instructional aide supervise playground activity. The principal, counselor, and five campus monitors supervise lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, teachers, counselor, instructional aides, and classified staff monitor student behavior to ensure a safe and orderly departure. Vista Verde 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 Vista Verde 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 October 2009.

**Classroom Environment**

**Discipline & Climate for Learning**

Vista Verde 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			
	VVES		
	06-07	07-08	08-09
Suspensions (#)	28	48	35
Suspensions (%)	5.22 %	5.66 %	4.36 %
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				
Grade	Avg. Class Size	2006-07		
		Number of Classrooms		
		1-20	21-32	33+
K	20.0	4		
1	19.2	5		
2	20.0	4		
3	18.6	5		
4	32.5		1	1
5	32.0		2	
Combo K-3	17.0	1		
Combo 4-8	32.0		1	
Grade	Avg. Class Size	2007-08		
		Number of Classrooms		
		1-20	21-32	33+
K	20.0	6		
1	19.7	6		
2	20.0	7		
3	20.0	6		
4	30.0		3	
5	29.4		5	
Grade	Avg. Class Size	2008-09		
		Number of Classrooms		
		1-20	21-32	33+
K	20.0	5		
1	19.0	9		
2	18.7	6		
3	31.6		5	
4	30.5		3	1
5	31.8		4	

Combo classes are any combination of the grades shown.

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Vista Verde 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, Vista Verde Elementary School staff participated in one district-sponsored staff development day which focused on improving teaching strategies to increase writing proficiency levels. Site-level implementation of FOS at Vista Verde Elementary takes place on designated Wednesday afternoons (14 total). During 2008-09, teachers met in grade level and department teams to focus efforts on English learner programs and BEST Behavior training.

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, Vista Verde 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

Vista Verde 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 Vista Verde 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 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
<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

Vista Verde 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 Vista Verde 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
Campus Monitors	5	5.0
Health Technicians	2	1.0
Counselor	1	1.0
Nurse	1	.2
Psychologist	1	.4
Speech & Language Specialist	1	1.0

FTE = Full-Time Equivalent

### Teacher Assignment

During the 2008-09 school year, Vista Verde 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
Vista Verde 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				
	VVES			SJUSD
	06-07	07-08	08-09	08-09
Total Teachers	25	34	34	385
Teachers with full credentials	23	32	32	353
Teachers without full credentials	2	2	2	32
Teachers in alternate routes to certification	2	2	2	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	2	0	0	2
Teacher misassignments for English learners	2	0	0	2
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	VVES	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		
	VVES	SJUSD
Doctorate	0.0 %	0.5 %
Master's degree plus 30 or more semester hours	14.7 %	31.7 %
Master's degree	32.4 %	29.4 %
Bachelor's degree plus 30 or more semester hours	38.2 %	26.0 %
Bachelor's degree	14.7 %	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:

- Agricultural Vocational Incentive Grants
- Arts & Music Block Grant
- CA High School Exit Examination
- California Peer Assistance & Review Program for Teachers(CPARP)
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- 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
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs
- Title I, II, III, IV, V

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				
	VVES	SJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	553	8382	N/A	N/A	N/A
Total**	\$7,070	\$6,106	115.79	N/A	N/A
Restr.†	\$1,346	\$1,250	107.67	N/A	N/A
Unrestr.††	\$5,725	\$4,856	117.88	\$5,512	103.86
Avg. Teacher Salary	\$55,557	\$66,272	83.83	\$64,246	86.48

\* 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 Vista Verde 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 Vista Verde Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Vista Verde 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