

Snowline Joint Unified School District Desert View Independent School

Grades K through 12
Dave Smith, Principal



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2010-11 School Accountability Report Card *Published January 2011*

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Principal's Message

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

Mission Statement

Snowline Joint Alternative Education staff strives to inspire our students to reach their full potential academically, socially, and behaviorally. Our goal is to promote confidence, instill success, and cultivate learning, so that students become effective communicators and problem solvers within their communities.

School Profile

Desert View Independent School is located in Phelan and serves students in grades K-12 following a traditional calendar. At the beginning of the 2010-11 school year, 99 students were enrolled, including 9% in special education, 5% qualifying for English Language Learner support, and 21% qualifying for free or reduced price lunch. Desert View Independent School achieved a 2011 Academic Performance Index (API) score of 754, met all 2011 Adequate Yearly Progress criteria, and has a full six-year WASC accreditation.

The independent study structure enables students to progress through a standards-based curriculum at their own pace and learning level. Individualized instruction with certificated staff ensures students successfully acquire the necessary skills, knowledge, and concepts in all subject areas. Students may concurrently enroll (1) at the local community college for supplemental coursework and enrichment classes and (2) at Serrano High for student leadership opportunities, ROP, and 9-12 traditional coursework. Effective at the beginning of the 2011-12 school year, enrolled students in grades 6-12 may participate in Desert View Independent School's Education 2020 online learning program. Coursework may be completed during and after school on campus and at home with Internet access. A full range of core curriculum, electives, and A-G college prep courses are available.

Student Enrollment by Ethnicity / Grade Level
2010-11

Ethnic Group	%	Grade Level	
		Grade Level	#
African-Amer.	3.03 %	Kindergarten	0
Amer. Indian or Alaskan Native	0.00 %	Grade 1	0
Asian	1.01 %	Grade 2	0
Filipino	1.01 %	Grade 3	0
Hisp. or Latino	22.22 %	Grade 4	0
Pacific Islander	0.00 %	Grade 5	0
Caucasian	69.70 %	Grade 6	0
Multi-Racial	0.00 %	Grade 7	0
		Grade 8	0
		Grade 9	7
		Grade 10	16
		Grade 11	25
		Grade 12	29
		Total Enrollment	77

Student Achievement

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>.

California High School Exit Exam

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

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 63% of Desert View Independent School's tenth grade students who took the test passed the math portion of the exam and 100% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Physical Fitness

In the spring of each year, Desert View Independent School is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

STAR Results - All Students									
Percentage of Students Scoring at Proficient & Advanced Levels									
	Desert View Independent School			District			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Language Arts	46	34	54	50	52	55	46	50	54
Math	10	14	11	42	48	49	43	46	50
Science	39	24	42	54	56	64	46	50	56
Social Science	18	23	48	43	46	54	36	41	48

STAR Results - Ethnic Subgroups								
Percentage of Students Scoring at Proficient & Advanced Levels 2010-11								
	Desert View Independent School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	*			52	*	52	*	
Math	*			8	*	19	*	
Science	*			44	*	55	*	
Social Science	*			51	*	27	*	

STAR Results - Other Subgroups								
Percentage of Students Scoring at Proficient & Advanced Levels 2010-11								
	SJUSD	Desert View Independent School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	55	54	50	56		45	*	
Math	49	11	6	14		12	*	
Science	54	48	64	39		45	*	
Social Science	64	42	62	33		20	*	

California High School Exit Exam						
Percentage of Students Scoring in Each Performance Level 2010-11						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	35	41	24	62	31	6
Male	*	*	*	*	*	*
Female	38	38	23	62	38	0
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hisp. or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Caucasian	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Desert View Independent School			SJUSD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Language Arts	*	*	65	55.7	51.2	59	52.9	52.0	59
Math	*	*	38	48.6	50.9	53.8	51.3	53.3	56

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	*	*	*
Seventh	*	*	*
Ninth	25	16.7	8.3

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			
	2008	2009	2010
Statewide Rank	6 *	7 *	4
Similar Schools Rank	N/A	N/A	*

Results generated from 2008, 2009, and 2010 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
	2008-09	2009-10	2010-11
Schoolwide - All Students	36	-39	51
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	*	*	*
Students with Disabilities	*	*	*
Economically Disadvantaged	*	*	*
English Learners	*	*	*

Results generated from 2009, 2010, and 2011 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
	2011 Growth API		
	School	District	State
African-Amer.		744	696
Amer. Indian or Alaskan Native		786	733
Asian		887	898
Filipino		817	859
Hisp. or Latino		776	729
Pacific Islander		906	764
Caucasian	745	832	845
Multi-Racial		*	836
Economically Disadvantaged		769	726
English Learners		744	707
Students with Disabilities		660	595
All Students	854	807	778

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 2010-11 AYP cycle, high schools must achieve a 66.7% or higher proficiency rate in English/Language Arts and 66.1% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 710 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 90%.

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 2010-11		
Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?		
AYP Indicator	DVIS	SJUSD
Overall Results	Yes	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	Yes	No
Math	Yes	No
API Score	N/A	Yes
Graduation Rate	N/A	No

Reported data based upon performance of all subgroups for each of the areas listed

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 2010-11, Desert View Independent School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and

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

Title I Program Improvement (PI) Status		
	DVIS	SJUSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2011-2012
Year in PI	N/A	Year
No. of Schools Currently in PI		4
% of Schools Currently Identified for PI		33.3%

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 (automated telephone message delivery system), school newsletters, district and school web sites, and direct personal contact. Contact the principal or your child's teacher at (760) 868-6277 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Contact the school office for current volunteer opportunities

Committees

School Site Council
Parent Advisory Group

School Activities

Back to School Night
Open House
Parent Education Workshops

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Desert View Independent School's original facilities were built in 2001; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins, the day custodian inspect

facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian is assigned to Desert View Independent School. The day custodian is responsible for:

- Office area cleaning
- General cleaning of classrooms
- Special events preparations

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

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

Deferred Maintenance

Desert View Independent School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2010-11 school year, Desert View Independent School received \$5,932 in deferred maintenance funds for the repair and/or maintenance of:

- Paving Systems

For the 2011-12 school year, the district has budgeted \$250,000 for the deferred maintenance program. This represents 0.4 % of the Snowline Joint Unified School District general fund budget.

Facilities Inspection

The district's maintenance department inspects Desert View Independent School on an annual basis in accordance with Education Code §17592.72(c)(1). Desert View Independent School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, September 21, 2011. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2010-11, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Wednesday, September 21, 2011			
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)	Room 102: stained ceiling tiles. Restroom: ceiling needs repaired and painted, ramp to restroom rusted and peeling.
(D)	Child & Family Services Rooms 21 and 22: broken light diffusers.

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

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

Desert View Independent School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Desert View Independent School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in August 2011.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	DVIS		
	08-09	09-10	10-11
Suspensions (#)	0	0	17
Suspensions (%)	0.00 %	0.00 %	16.50 %
Expulsions (#)	1	0	0
Expulsions (%)	1.03 %	0.00 %	0.00 %
SJUSD High Schools			
Suspensions (#)	658	441	555
Suspensions (%)	21.72 %	14.79 %	19.50 %
Expulsions (#)	78	81	58
Expulsions (%)	2.58 %	2.72 %	2.04 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Dropouts

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

In the following Dropout & Graduation Rates table, 2009-10 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	DVIS		
	07-08	08-09	09-10
Dropout Rate	8.1%	3.3%	11.8%
Graduation Rate	83.3%	92.3%	88.2%
SJUSD			
07-08 08-09 09-10			
Dropout Rate	1.5%	1.1%	2.6%
Graduation Rate	95.0%	95.5%	88.2%
California			
07-08 08-09 09-10			
Dropout Rate	4.4%	3.9%	4.6%
Graduation Rate	80.6%	80.2%	80.4%

Graduation Requirements

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

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2009-10**		
Desert View Independent School	SJUSD	California
100.0 %	N/A	80.4 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Desert View Independent School revolve around the California State Content Standards and Frameworks. Professional development activities continue to support the ongoing implementation of standards-based instruction and formative assessment. School-wide and grade-level collaborative efforts focus on students learning the standards through differentiated instruction. Professional development activities also continue to support the ongoing implementation of Response to Instruction and Intervention (Rti²). All teachers receive training in ELD standards and strategies to help English learners gain access to the core curriculum.

Decisions concerning selection of staff development activities are performed by teacher leaders, administrators, Teacher Learning Leaders, and Rti² coaches using tools such as teacher surveys, data analysis, and school plan goals to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session 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 2010-11 school year, Desert View Independent School's teachers attended the following events hosted by the Snowline Joint Unified School District:

- Data Management and Analysis
- English Language Development
- Gifted and Talented Education
- Instruction and Assessment
- Positive Behavior Intervention and Support (PBIS)
- Response to Instruction and Intervention (Rti²)
- Technology

Desert View Independent School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences.

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
1	1	0

Instructional Materials

All textbooks used in the core curriculum at Desert View Independent School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Tuesday, September 13, 2011, 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 #12-1019 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic

content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2011-12 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	Holt, Rinehart and Winston, <i>World Geography Today</i>	0 %
2006	Pearson Prentice Hall, <i>Economics: Principles in Action</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
2006	Pearson Prentice Hall, <i>US History - America - Pathways to the Present</i>	0 %
2006	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
2006	Teachers' Curriculum Institute, <i>History Alive! California Middle Schools Program</i>	0 %
Language Arts		
2002	Houghton Mifflin, <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	0 %
2005	Jane Schaffer, <i>Jane Schaffer Writing Program</i>	0 %
2005	Jane Schaffer, <i>Jane Schaffer Writing Program</i>	0 %
2005	Learning Headquarters, <i>Learning Headquarters Writing Program</i>	0 %
2002	McDougal Littell, <i>The Language of Literature</i>	0 %
2002	McDougal Littell, <i>The Language of Literature</i>	0 %
1997	Rosen Publishing, <i>Accelerated Reader</i>	0 %
1997	Rosen Publishing, <i>Accelerated Reader</i>	0 %
1997	Rosen Publishing, <i>Accelerated Reader</i>	0 %
1999	Sopris West Educational Services, <i>Language!</i>	0 %
1999	Sopris West Educational Services, <i>Language!</i>	0 %
1999	Sopris West Educational Services, <i>Language!</i>	0 %
Math		
2004	Glencoe/McGraw Hill (Sopris West), <i>Algebra Concepts and</i>	0 %

Applications		
2005	Glencoe/McGraw-Hill, <i>Algebra 2</i>	0 %
2005	Glencoe/McGraw-Hill, <i>Geometry</i>	0 %
2001	Harcourt School Publishers, <i>Harcourt Math © 2002</i>	0 %
2009	Holt, <i>Geometry</i>	0 %
2005	Holt McDougal, <i>McDougal Littell Algebra 1</i>	0 %
2001	Prentice Hall, <i>Pre-Algebra California Edition</i>	0 %
2005	Saxon, <i>Saxon Math</i>	0 %
Science		
2007	Holt, Rinehart and Winston, <i>Biology CA</i>	0 %
2007	Houghton Mifflin, <i>Houghton Mifflin California Science @2007</i>	0 %
2007	Pearson, <i>Anatomy and Physiology</i>	0 %
2007	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2007	Pearson Prentice Hall, <i>Physics</i>	0 %
2007	Prentice Hall, <i>Biology</i>	0 %
2007	Prentice Hall, <i>Focus on Life Science, Focus on Physical Science</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The following table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply,

a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Students Enrolled in UC/CSU Courses 2009-10*	
	%
Students enrolled in courses required for UC/CSU admission	34.1
Graduates who completed all courses required for UC/CSU admission	2.9

*Most current data available

Workforce Preparation

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

- End of course exams
- Completion of course-required projects
- On-the-job observation
- Industry standards tests

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

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

Professional Staff

Counseling & Support Staff

Desert View Independent School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to

Desert View Independent School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Counselor	1	.25
Nurse	1	*

* as needed

FTE = Full-Time Equivalent

Teacher Assignment

During the 2010-11 school year, Desert View Independent School had 4 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 2010-11		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Desert View Independent School	100.0 %	0.0 %
District Totals		
All Schools	100.0 %	0.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	100.0 %	0.0 %

Teacher Credentials & Assignments				
	DVIS			SJUSD
	08-09	09-10	10-11	10-11
Total Teachers	5	6	4	331
Teachers with full credentials	5	6	4	331
Teachers without full credentials	0	0	0	0
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	1
Teacher misassignments for English learners	0	0	0	1
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	DVIS	SJUSD
	11-12	11-12
Total teacher misassignments	0	1
Teacher misassignments for English learners	0	1
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2010-11		
	DVIS	SJUSD
Doctorate	0.0 %	1.0 %
Master's degree plus 30 or more semester hours	100.0 %	33.0 %
Master's degree	0.0 %	31.0 %
Bachelor's degree plus 30 or more semester hours	0.0 %	22.0 %
Bachelor's degree	0.0 %	13.0 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2009-10 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2009-10		
	SJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,174	\$41,284
Mid-Range Teacher Salary	\$71,576	\$65,173
Highest Teacher Salary	\$85,939	\$83,460
Superintendent Salary	\$186,437	\$179,397
Average Principal Salaries:		
High School	\$119,629	\$118,384
Percentage of General Fund Expenditures for:		
Teacher Salaries	44%	40%
Administrative Salaries	6%	6%

Expenditures Per Student

For the 2009-10 school year, Snowline Joint Unified School District spent an average of \$6,916 of total general funds to educate each student (based on 2009-10 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 2009-10 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- ARRA: State Fiscal Stabilization Fund
- Class Size Reduction, Grades K-3 (optional)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- State Lottery
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs
- Title I, II, III, IV, V

Expense of Education Per Pupil 2009-10					
	Dollars Spent per Student				
	DVIS	SJUSD	% Diff. School & Dist.	State Avg., Dist.	% Diff. School & State
				Same Size & Type	
ADA*	105	8119	N/A	N/A	N/A
Total**	\$5,663	\$5,456	103.81	N/A	N/A
Restr.†	\$122	\$1,209	10.11	N/A	N/A
Unrestr.††	\$5,541	\$4,247	130.47	\$5,455	101.58
Avg. Teacher Salary	\$65,467	\$68,598	95.44	\$57,071	114.71

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Desert View Independent School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Desert View Independent School's SARC and access the internet at any of the county's public libraries. The closest public library to Desert View Independent School is Serrano Branch Library, a branch of San Bernardino County Library.

Address: 9292 Sheep Creek Road, Phelan

Phone Number: (760) 868-0583

WebSite:

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

Number of Computers Available: 10

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Snowline Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in September 2011. Data to prepare the school facilities section were acquired in January 2012.