

Snowline Joint Unified School District Phelan Elementary School

Grades K through 5
Allan Miller, Principal



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2010-11 School Accountability Report Card *Published January 2012*

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Principal's Message

Proposition 98 requires all schools in California to develop and post an annual School Accountability Report Card that meets both state and federal disclosure requirements. The SARC includes information pertaining to student achievement, staff composition, curriculum, instructional materials, classroom environment, safety protocol, and the physical conditions of school facilities.

For nearly a century, Phelan Elementary School has had a proud tradition of educating students in our community. Although we have come a long way from the one room school house of yester year, the same culture of pride and professionalism still exists when it comes to teaching children today.

As principal of Phelan Elementary, it is my goal to serve our students, parents, and staff members by promoting a positive environment where all of us can flourish and succeed. I am committed to partnering with our families and creating the greatest possible educational experience for our students.

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 Phelan and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2010-11 school year, 640 students were enrolled, including 9% in special education, 23% qualifying for English Language Learner support, and 63% qualifying for free or reduced price lunch. Phelan Elementary School achieved a 2011 Academic Performance Index (API) score of 762.

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. Phelan Elementary School continuously employs effective strategies to foster emotional well-being, develop sound decision-making skills, and improve academic performance for all students.

Student Enrollment by Ethnicity / Grade Level
2010-11

Ethnic Group	%	Grade Level	
			#
African-Amer.	3.75 %	Kindergarten	93
Amer. Indian or Alaskan Native	0.94 %	Grade 1	104
Asian	0.94 %	Grade 2	102
Filipino	0.16 %	Grade 3	104
Hisp. or Latino	45.16 %	Grade 4	132
Pacific Islander	0.31 %	Grade 5	105
Caucasian	45.63 %		
Multi-Racial	0.00 %		
Total Enrollment			640

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>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Phelan Elementary School			District			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Language Arts	37	44	40	50	52	55	46	50	54
Math	45	64	59	42	48	49	43	46	50
Science	41	45		54	56	64	46	50	57
Social Science	0	0	62	43	46	54	36	41	48

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11								
	Phelan Elementary School							
	African- Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	22	*	*	50	*	33	33	*
Math	44	*	*	63	*	57	46	*
Science	*	*	*	77	*	57	*	*
Social Science								

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11								
	SJUSD	Phelan Elementary School						
	All	All	Male	Female	English Learners	Economically Dis-advantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	55	40	39	41	24	35	43	
Math	49	59	59	59	48	55	51	
Science	54	62	60	65	45	53	*	
Social Science	64							

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 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.

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	21	20	21.9
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			
	2008	2009	2010
Statewide Rank	2	3	3
Similar Schools Rank	4	3	3

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

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2008-09	2009-10	2010-11
Schoolwide - All Students	29	55	7
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	27	47	-2
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	36	63	19
Other Subgroups			
Students with Disabilities	-7	*	*
Economically Disadvantaged	32	53	6
English Learners	45	34	-8

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

Academic Performance Index (API) Growth by Student Group			
Group	2011 Growth API		
	School	District	State
African-Amer.	679	744	650
Amer. Indian or Alaskan Native		786	703
Asian		887	866
Filipino		817	824
Hisp. or Latino	742	776	688
Pacific Islander		906	720
Caucasian	788	832	810
Multi-Racial		*	786
Economically Disadvantaged	740	769	684
English Learners	703	744	640
Students with Disabilities	677	660	501
All Students	762	807	742

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, elementary and middle schools must achieve a 67.6% or higher proficiency rate in all subgroup populations for English/Language Arts and 68.5% 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 710 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2010-11		
<i>Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	PES	SJUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	No	No
API Score	Yes	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, 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/.

Title I Program Improvement (PI) Status		
	PES	SJUSD
PI Status	In PI	In PI
Implementation Year	2011-2012	2011-2012
Year in PI	Year 1	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.

School-to-home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through ConnectEd (automated telephone message delivery system), school marquee, school newsletters, school website, CarPR, teacher notes/announcements, and monthly bulletins. 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

Chaperone Field Trips
 Classroom Helper
 Library Helper
 Office Helper
 Work Room Helper
 Book Room Helper
 Lost and Found Helper

Committees

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

School Activities

Back to School Night
 Fall Festival
 Open House
 Breakfast with the Principal
 Dr. Seuss Night
 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.

2011-12 Campus Improvements

- Paint exterior buildings and doors

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 three evening custodians are assigned to Phelan Elementary School. The day custodians are responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- General grounds maintenance
- Office area cleaning
- Trash removal
- Special events preparations

Restrooms are checked frequently 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	1930
Acreage	-
Square Footage	-
	Quantity
Permanent Classrooms	12
Portable Classrooms	20
Restrooms (sets)	5
Computer Lab(s)	2
Library	1
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 2010-11 school year, Phelan Elementary School received \$47,668 in deferred maintenance funds for the repair and/or maintenance of:

- Plumbing
- Heating/Air Conditioning Systems
- Electrical Systems
- Other 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 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 Friday, September 30, 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: Friday, September 30, 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)	Rooms 7, 8, 34: replace carpet. Rooms 19, 39: stained ceiling tiles. Room 18: replace diffuser. Room 17: fixture. Rooms 39, 40: used for storage, very cluttered.
(D)	Room 6: bulbs out. Room 7: diffuser. Rooms 6, 15, 26: fixtures. Room 22: switch not working. Rooms 26, 27, 28: broken or missing diffusers. Room 35: diffusers hanging.
(G)	Room 29: exterior paint peeling.

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 and the playground: the principal, teachers, and campus monitors. During recess, parent volunteers and campus monitors supervise playground activity. The principal, campus monitors, parent volunteers, and students (Peace Patrol members) monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and 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 2010.

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		
	08-09	09-10	10-11
Suspensions (#)	32	37	44
Suspensions (%)	4.63 %	5.47 %	6.88 %
Expulsions (#)	1	0	1
Expulsions (%)	0.14 %	0.00 %	0.16 %
SJUSD Elementary Schools			
Suspensions (#)	104	154	115
Suspensions (%)	2.78 %	4.27 %	3.16 %
Expulsions (#)	1	1	1
Expulsions (%)	0.03 %	0.03 %	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	2008-09			
	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		
Grade	2009-10			
	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	
Grade	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	30.3		3	
1	25.0		4	
2	27.5	1	1	2
3	29.0		3	
4	26.0	1	4	
5	31.3		3	

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 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 (Rt²). 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 Rt² coaches using tools such as data analysis, teacher surveys, and school plan goals to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

Phelan Elementary School supports ongoing professional growth throughout the year on minimum days and during staff meetings. Teachers met in both grade level and department level teams to support implementation of the Response to Intervention Program, PBIS (Positive Behavior Intervention and Support) strategies, academic vocabulary, and Saxon Math curriculum.

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, Phelan Elementary 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 (Rt²)
- Technology

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. 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 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 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, 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 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 %
Language Arts		
2002	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 %
Math		
2001	Harcourt School Publishers, <i>Harcourt Math © 2002</i>	0 %
Science		
2007	Houghton Mifflin, <i>Houghton Mifflin California Science @2007</i>	0 %

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

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) 2010-11		
	No. of Staff	FTE
Counselor	1	1.0
Health Technician	1	.4
Nurse	1	*
Psychologist	1	.4
Response to Intervention Coach	1	1.0
Speech Therapist	1	1.0

* as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2010-11 school year, Phelan Elementary School had 25 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
Phelan Elementary 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				
	PES			SJUSD
	08-09	09-10	10-11	10-11
Total Teachers	36	34	25	331
Teachers with full credentials	32	32	25	331
Teachers without full credentials	4	2	0	0
Teachers in alternate routes to certification	2	2	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)		
	PES	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		
	PES	SJUSD
Doctorate	0.0 %	1.0 %
Master's degree plus 30 or more semester hours	70.0 %	33.0 %
Master's degree	10.0 %	31.0 %
Bachelor's degree plus 30 or more semester hours	16.0 %	22.0 %
Bachelor's degree	4.0 %	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
Mid-Range Teacher Salary	\$71,576	\$65,173
Highest Teacher Salary	\$85,939	\$83,460
Superintendent Salary	\$186,437	\$179,397
Average Principal Salaries:		
Elementary School	\$108,048	\$102,834
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				
	PES	SJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	610	8119	N/A	N/A	N/A
Total**	\$5,767	\$5,456	105.71	N/A	N/A
Restr.†	\$1,725	\$1,209	142.73	N/A	N/A
Unrestr.††	\$4,042	\$4,247	95.17	\$5,455	74.10
Avg. Teacher Salary	\$65,467	\$68,598	95.44	\$69,207	94.60

* 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 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 2011. Data to prepare the school facilities section were acquired in January 2012.