



# Sandia Academy

21331 Sandia Road • Apple Valley, CA 92308 • (760) 240-5125 • Grades K-8

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<https://sites.google.com/avusd.org/sandia-new/home>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Apple Valley Unified School

12555 Navajo Road  
Apple Valley, CA 92308  
(760) 247-8001  
[www.avusd.org](http://www.avusd.org)

#### District Governing Board

Dennis K. Bender

Donna Davis

Maria Okpara

Rick Roelle

Wilson So

#### District Administration

Trenae Nelson  
**Superintendent**

Trenae Nelson  
**Superintendent, AVUSD**  
Pat Schlosser  
**Assistant Superintendent,  
Educational Services**

Matthew Schulenberg  
**Assistant Superintendent,  
Administrative Services**

Dustin Conrad  
**Assistant Superintendent, Human  
Resources**

### School Description

Sandia Academy is a PreSchool through eighth grade school. The school population consists of 24% Caucasian, 63% Hispanic, 8 % African Americans, 1% Asian American, and 4% other ethnicity. 90% of the students are identified as socio-economically disadvantaged. The sub-groups for the school include English Language Learners, Hispanic, Caucasian, and Socioeconomically Disadvantaged.

The school focus is career pathways. Presentations by community members in different careers are included in classroom activities or in school wide assemblies. Teachers and students focus on the necessary skills and goals to prepare students for career and college readiness.

The school utilizes Positive Behavior Intervention Supports with a motto: "This is how we roll....Be Safe, Be Respectful, Be Responsible." This motto reflects the belief that all students are responsible for their attitudes and actions. Students whose behavior fulfills the expectations of the motto receive award recognition. Award assemblies provide positive opportunity for students to be recognized for excellence in academics, behavior, citizenship, and attendance. Sandia prides itself on creating a climate where good character thrives. CHARACTER COUNTS! has been adopted to teach, enforce, and model the Six Pillars: Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship. Many teachers at Sandia also use Love and Logic; a discipline philosophy that allows students to grow through their mistakes and allow children to choose their consequences.

There are 36 General Education teachers, 4 Specialized Academic Instruction teachers, one Instructional Coach, one Speech and Language teacher, one academic counselor, 2 Pre School Lead Teachers and 2 Associate teachers. A School Psychologist, Music teacher and Vocal Music are shared with other sites. Students in Transitional Kindergarten through Third Grade are in classes with a ratio of 24:1. Students in fourth grade through eighth grade are in classes with a ratio of 32:1. The Pre School classes are staffed at a ratio of 8:1.

The classified staff consists of an office coordinator, attendance clerk, an LVN, one 6 hour instructional aides, seven 3.5 hour instructional aides, two 8 hour custodians, two 3.5 hour custodians, ten proctors, one eight hour and two seven hour Campus Security Assistants. There are also five 6 hour Para-educators for the special needs students on campus and two Para-educators for the Pre School Program. The Family Center Coordinator is a 7 hour paid position. There are three English Development Para-educators to assist the English Language Learners for six hours a day. A school librarian works for 8 hours a day.

The Title 1 program is a school wide program and provides Para-educators in classrooms to assist with small group instruction. The After School Intervention classes are part of the Title 1 program and LCAP. This year the focus of academic intervention is on literacy. Middle school students who are near redesignation on the ELPAC are offered English 3-D. Extracurricular activities include pathway clubs such as HOSA\_JUMP, AG-Ed, Yearbook and sports and fitness.

Sandia received the After School Enrichment and Safety Grant. This program funds SAGE, (Sandia After-School Guided Enrichment) which offers interventions, enrichment, and homework assistance to students in grades K-6 from 2:40 p.m. to 6:00 p.m. daily. A variety of experiences are offered including art, music, hands on science and sports activities.

After School Clubs are offered to students in grades 3-8. These clubs give students the opportunity to explore enrichment activities including; band, art, archery and student leadership.

By law (California Education Code Section 60800), all public local educational agencies in California are required to administer the Physical Fitness Test (PFT) annually to all students in fifth and seventh grade. The PFT was administered to our students in Spring of 2018. The PFT assesses each student's level of health-related fitness. Each teacher designs the curriculum for their physical education program. Parents and guardians understand their child's fitness levels as they receive a report stating the results of their students test. This allows teachers, parents, and guardians to monitor changes in the student's fitness levels.

Student attendance averages 94.6%. Teachers, parents and students value educational learning time. Sandia promotes school attendance by offering incentives for perfect attendance. These and other activities are supported by the Parent Teacher Organization and other parent volunteers.

Sandia is supported by an active Parent Teacher Organization. The School Site Council, Associated Student Body and numerous volunteers round out the support organizations for the school. The staff and volunteers at Sandia are focused on helping students achieve their potential and meeting the rigorous academic standards outlined by the district and state.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	101
Grade 1	94
Grade 2	93
Grade 3	94
Grade 4	81
Grade 5	104
Grade 6	103
Grade 7	107
Grade 8	96
Total Enrollment	873

## Teacher Misassignments and Vacant Teacher Positions at Sandia Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.1
American Indian or Alaska Native	0.5
Asian	1.1
Filipino	0.1
Hispanic or Latino	62.8
Native Hawaiian or Pacific Islander	0.3
White	24.4
Two or More Races	2.6
Socioeconomically Disadvantaged	90.5
English Learners	19
Students with Disabilities	11.8
Foster Youth	1.7
Homeless	6.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Sandia Academy	17-18	18-19	19-20
With Full Credential	37	37	33
Without Full Credential	3	3	6
Teaching Outside Subject Area of Competence	0	0	2

Teacher Credentials for Apple Valley Unified	17-18	18-19	19-20
With Full Credential	♦	♦	524
Without Full Credential	♦	♦	79
Teaching Outside Subject Area of Competence	♦	♦	10

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

On April 13th, 2017 the Governing Board of the Apple Valley Unified School District of San Bernardino County met in Regular Session and approved the English Language Arts textbook adoption for grades K through six. For grades K through 3, McGraw Hill Reading Wonders was adopted and grades 4 through 6 adopted Benchmark Advance. On December 7th, 2017 the Governing Board of the Apple Valley Unified School District of San Bernardino County met in Regular Session and approved the English Language Arts textbook adoption of McGraw Hill-World of Wonders for TK. On April 12th, 2018 the Governing Board of the Apple Valley Unified School District of San Bernardino County met in Regular Session and approved the Math textbook adoption of Houghton Mifflin - California Go Math for grades K-5.

AVUSD is following Board Policy with the process of a new curriculum adoption for 7th and 8th grade, Language Arts. We began looking at the State approved adoption list in January of 2018. Due to the extensive process we chose to extend our adoption into the 2018/19 school year so that our chosen curriculum would be in alignment with that of our 9th -12th grade English Language Arts adoption. Unfortunately, we are a year behind on our plan as we are still in the selection and decision making process. Our goal was to begin piloting materials in January 2019 as long as our 9th -12th grade adoption process was complete. Our 9th -12th grade have been carefully working on alignment and rewriting curriculum that will better fit our needs in the area of Language Arts. Our 7th and 8th grade will begin to train on ERWC's through our county offices in January of 2020. ERWC's align with the direction that our 9th -12th grade are considering.

\* Indicates not from current State approved adoption list.

The district held a public hearing on September 6, 2018 to validate the availability of standards-aligned and state-adopted textbooks and instructional materials to each pupil. The Board adopted Resolution #1819-03 which certifies that all students in the district has, or will have prior to the end of the eighth week of school, sufficient textbooks or instructional materials, or both.

### Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<ul style="list-style-type: none"><li>McGraw-Hill World of Wonder, 2017- TK</li><li>McGraw-Hill Wonders Grades, 2017- K-3</li><li>Benchmark Advance, 2017 Grades- 4-6</li><li>McDougal Littell: McDougal Littell Reading and Language Arts Program, 2002 - Grades 7-8*</li><li>Houghton Mifflin Company/ Scholastic: Read 180, 2015 - Grades 4-8</li></ul> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<ul style="list-style-type: none"><li>California Go Math Elementary, Houghton Mifflin, 2018 - Grades - K-5</li><li>California Go Math Middle School, Houghton Mifflin, 2016-Grade 6-8</li></ul> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<ul style="list-style-type: none"><li>Pearson Scott Foresman: Scott Foresman California Science (Big Books), 2008 - Kindergarten</li><li>Pearson Scott Foresman: Scott Foresman California Science, 2008 - Grades 1-5</li><li>McDougal Littell: McDougal Littell California Middle School Science Series, 2007</li><li>Grade 6-Earth Science, Grade 7-Life Science, Grade 8-Physical Science</li></ul> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<ul style="list-style-type: none"><li>MacMillan/McGraw-Hill: California Vistas (Big Books), 2007 - Kindergarten</li><li>MacMillan/McGraw-Hill: California Vistas, 2007 - Grades 1-2</li><li>Pearson Scott Foresman: Scott Foresman History-Social Science for California, 2007 - Grades 3-5</li><li>Pearson Prentice Hall: Prentice Hall Social Studies, 2007 - Grades 6-8</li></ul> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

"Effective with the October 2017 Facility Inspection, Apple Valley Unified School District determined to hire a third party independent consultant to inspect the facilities of the District and complete the annual Facility Inspection Tool (FIT) Reports. This procedure has established consistent inspection methodologies and reporting procedures on our annual FIT Reports.

Sandia School is 30 years old and is in good condition. Students take great pride in their school and participate in campus cleanup activities. A dedicated custodial staff handles routine maintenance and minor repairs, while district-level grounds personnel maintain the grass fields and the trees and plants that make our school attractive and inviting. The campus is located on a ten-acre parcel and is completely fenced and cross-fenced. The pre-school playground is separate from the larger playground. There is a single point of entry into the school grounds ensuring the safety of students and staff.

Sandia is inspected by site custodians and administration weekly to ensure that the campus is clean, safe, and functional for our staff and students. The custodial staff follows set procedures daily to ensure that an appropriate environment is maintained. Restrooms are checked periodically throughout each school day to ensure cleanliness and functionality. An annual facilities inspection, using the state-adopted Facilities Inspection Tool, is conducted to ensure that the campus is in "good repair". District maintenance personnel evaluate the facility throughout the year, make necessary repairs, and plan long-term projects with the site administrator. The most recent site inspection was completed on 10/11/19.

The school facility was built to house students on a year-round program. Each room has movable cupboards and walls. The permanent buildings have six classrooms with one large pod and two small pods. Speech, and ELD are housed in the pods. We have 21 regular classrooms and 21 portable classrooms. Additionally there are two portable building utilized as a science lab and the music room. Additionally, there is one portable building utilized as restroom facilities. Access to the campus is controlled, and all visitors, including parent volunteers, must be processed through the RAPTOR system and receive a visitor's pass to be on campus.

The school is on the cutting edge of technology and is one of the AVUSD leaders in technology implementation. We have complete wiring that allows us to be on a school-wide network which includes Internet access. The school was updated to wireless internet system in the 2011-2012 school year. In addition, there are LCD projectors and ELMO's in each classroom. All classrooms have Apple TV. Each Kindergarten class has access to a mobile chrome cart or ipads and four computers. First grade classrooms have at least four computers and iPads which are used for all types of educational programs. Second through Eighth grade have one to one Chromebooks and at least one classroom Mac.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/11/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Formica chipped on counters in 900 portables. Work order submitted 12/6/2019
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Paint peeling on the ceiling of multiple rooms. Work order submitted 12/6/2019
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	18	23	42	42	50	50
Math	9	11	27	26	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	8.7	20.4	12.6
7	15.4	17.3	7.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	587	583	99.32	23.16
Male	304	301	99.01	21.93
Female	283	282	99.65	24.47
Black or African American	35	34	97.14	20.59
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	394	393	99.75	22.90
Native Hawaiian or Pacific Islander	--	--	--	--
White	130	129	99.23	24.81
Two or More Races	16	15	93.75	13.33
Socioeconomically Disadvantaged	530	527	99.43	22.77
English Learners	154	153	99.35	22.88
Students with Disabilities	87	84	96.55	3.57
Foster Youth	--	--	--	--
Homeless	35	35	100.00	0.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	586	582	99.32	10.90
Male	303	300	99.01	13.47
Female	283	282	99.65	8.19
Black or African American	35	34	97.14	2.94
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	394	393	99.75	10.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	129	128	99.22	10.94
Two or More Races	16	15	93.75	21.43
Socioeconomically Disadvantaged	529	526	99.43	10.73
English Learners	154	153	99.35	13.16
Students with Disabilities	87	84	96.55	0.00
Foster Youth	--	--	--	--
Homeless	35	35	100.00	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

Parents and community members play a significant role in guiding and ensuring the success at Sandia. Community involvement is an important indicator of success in student learning at Sandia. Parents are also valued members of school organizations such as: School Site Council and PTO. Approximately 100 parents volunteer in our classrooms or with activities that help the teachers and students. The Family Center Coordinator has been instrumental in recruiting parents to participate in the educational programs at Sandia. Sandia invites parents to Family Days for Reading and Math, all school activities such as the Fall Harvest Festival and awards ceremonies, as well as Latino Family Literacy. The Family Center provides clothing, food, and other support services to our families. Members of the Sandia Parent Teacher Organization (PTO) provide many services and additional funding to purchase needed materials for our school. Parenting classes are offered and sponsored through the Title I program. Anyone interested in volunteer activities at Sandia may contact: The Family Center at (760) 240-5125. Parent volunteers working in the classroom or attending field trips are required to complete AVUSD Volunteer clearance procedures.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.



### School Safety Plan

Safety and security are a key priority at Sandia Academy. We recognize that a safe, secure and attractive learning environment is absolutely vital to the educational process. To that end, the staff works together to ensure that the school facilities are properly maintained and that safety is considered in everything we do. The Safety Committee reviews and makes recommendations for repairs to facilities or changes in policies. In the spring of each year, the committee meets to review and revise the comprehensive school safety plan. The Safe School Plan contains information on school programs, safety, emergency procedures, discipline, child abuse, suicide prevention and sexual harassment reporting policies. At the beginning of each year, the School Safety Plan is reviewed with the school staff and the school site council. Safety Committee meetings are held four times a year. Safety concerns are addressed with the staff at these meetings. The school wide discipline plan is printed in the Parent Student Handbook (located on the school website) and is reviewed with students in the classroom and at assemblies for each grade level. Students enrolling after the first of the year are given a copy of the Parent Student Handbook. Fire, disaster preparedness and lock down drills are held monthly on a rotating basis.

The Sandia Safety Committee meets four times a year and is comprised of administration, teachers, classified staff, and parents. For information and input, the committee invites community and district staff to their meetings. The Safety Committee plans and conducts fire, earthquake, and lock down drills. The safety committee asks that parents and employees make them aware of all safety questions and concerns. When a problem is recognized, the safety committee works to resolve the concern. The safety plan was approved by the School Site Council in October 2019.

Vandalism is held to a minimum by the school's proactive approach. Whenever there is damage related to vandalism, it is cleaned up immediately and reported to the district office and the school police. The AVUSD District Police provide frequent patrols of the school site. This has been effective in the prevention of vandalism.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.9	4.5	5.7
Expulsions Rate	0.4	0.0	0.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.3	4.6	5.1
Expulsions Rate	0.4	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	873.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	5		21	1	4		20	2	3	
1	23		4		24		4		23		4	
2	24		3		22		4		23		4	
3	24		5		22	1	3		22		4	
4	32		2		32		1	2	22	1	3	
5	29	1	3	1	30		3		33		1	2
6	30		3		25	1	4		27	1	2	1
Other**					15	1			6	1		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	6

Staff development activities take place at Sandia throughout the school year. Programs/activities are designed around school and staff goals. The site and district continue to work together to train staff to use new programs to help meet the needs of all students. For preschool – 8th grades, Apple Valley Unified School District offers a selection of workshops and seminars on standards-based instruction and teaching methodology. Our scheduled Student Early Release days help to give time for staff development needs.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,699	\$51,374
Mid-Range Teacher Salary	\$73,859	\$80,151
Highest Teacher Salary	\$109,273	\$100,143
Average Principal Salary (ES)	\$128,267	\$126,896
Average Principal Salary (MS)	\$132,444	\$133,668
Average Principal Salary (HS)	\$146,192	\$143,746
Superintendent Salary	\$214,821	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5173.19	416.21	4756.98	66602.22
District	N/A	N/A	9958.47	79336
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-70.7	-17.5
School Site/ State	-27.6	-14.4

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded

In addition to the regular K-12 education program, other services are funded by the general fund, categorical, CSI and special programs. These other services include: special education, counseling, library services, child welfare and attendance, Title I, ELD (English language development), School Improvement Program and others. Read 180 and System 44 programs are available for support of students who are not on grade level for literacy and reading.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.