Irene M. Snow Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Irene M. Snow Elementary School
Street	1130 Foster Road
City, State, Zip	Napa, CA 94558
Phone Number	(707) 253-3666
Principal	Olivia McCormick-Pippert
Email Address	omccormick@nvusd.org
Website	https://snow.nvusd.org
County-District-School (CDS) Code	28662666026942

Entity	Contact Information
District Name	Napa Valley Unified School District
Phone Number	(707) 253-3511
Superintendent	Dr. Rosanna Mucetti
Email Address	rmucetti@nvusd.org
Website	www.nvusd.org

School Description and Mission Statement (School Year 2019-20)

Irene M. Snow School is a K-5 elementary school located within the city limits of Napa. Irene M. Snow School has approximately 400 students, including 3 Special Day Classes. The school is staffed by 17 full-time classroom teachers. The support staff includes FULL-TIME education specialist, office manager, two custodians, one instructional assistant, as well as a Full time Speech pathologist, a parent liaison, part-time behaviorist, full time kitchen staff of 2, an academic specialist, and intervention teacher, a part-time speech therapist, a psychologist, a social worker, one school nurse, one health clerk, one occupational therapist, two band teachers, one string teacher and a choir teacher. In our 3 SDC classes, we have a total of seven Independent Facilitators and three Instructional Assistants. We also are very fortunate to have an NCOE after school program called Cool School and Cool Camp. Cool School currently serves 110 students who benefit from tutoring, mentoring, and instruction with an emphasis on science, history, geography, and physical activity. Cool Camp currently serves 20 students who benefit from supervision, homework help and mentoring during the after school hours. The Snow School community is committed to providing a well rounded, quality education in order to equip our students with the necessary tools for good citizenship and a productive life. The instructional staff values learning and supports a comprehensive program of both curricular and extracurricular activities to ensure success for all children. The interaction of special needs students included in the larger school population promotes a very positive and unique flavor to our neighborhood school.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	51
Grade 1	74
Grade 2	65
Grade 3	70
Grade 4	68
Grade 5	66
Total Enrollment	394

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
Asian	1
Filipino	0.5
Hispanic or Latino	88.6
White	8.1
Two or More Races	1
Socioeconomically Disadvantaged	83.8
English Learners	60.7
Students with Disabilities	12.4
Foster Youth	0.3
Homeless	2.3

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	20	21	749
Without Full Credential	0	0	0	29
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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.

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

Year and month in which data were collected: June 2017

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Q: Good C: Benchmark Education A: All students	Yes	0%
Mathematics	Q: Good C: Math Learning Center/Bridges Math Program A: All students	Yes	0%
Science	Q: Good C: Harcourt Brace: Harcourt Science (K-5) - 2006 A: All students	Yes	0%
History-Social Science	Q: Good C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2005 A: All students	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Snow School has been rebuilt with two buildings remaining from the original campus, our Multi-Use Room and the Cool School classroom. Our old Multipurpose room has been reconfigured into our library and Science lab. It has also been painted to match the new buildings on our campus. The Cool School building has also been painted to match our new campus colors.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 09/03/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	22	13	47	48	50	50
Mathematics (grades 3-8 and 11)	12	18	34	35	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	195	192	98.46	1.54	13.02
Male	95	93	97.89	2.11	13.98
Female	100	99	99.00	1.00	12.12
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	175	172	98.29	1.71	13.37
Native Hawaiian or Pacific Islander					
White	14	14	100.00	0.00	7.14
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	171	169	98.83	1.17	11.24
English Learners	150	147	98.00	2.00	8.16
Students with Disabilities	17	17	100.00	0.00	5.88
Students Receiving Migrant Education Services	23	23	100.00	0.00	13.04
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	195	193	98.97	1.03	18.13
Male	95	94	98.95	1.05	24.47
Female	100	99	99.00	1.00	12.12

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	175	173	98.86	1.14	17.92
Native Hawaiian or Pacific Islander					
White	14	14	100.00	0.00	14.29
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	171	169	98.83	1.17	18.93
English Learners	150	148	98.67	1.33	13.51
Students with Disabilities	17	17	100.00	0.00	5.88
Students Receiving Migrant Education Services	23	23	100.00	0.00	8.70
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	24.2	22.6	

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.

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 at Irene M Snow School are informed about programs and their roles through participation in the School Site Council (SSC), Parent Teacher Organization (PTO), Parent University Classes, Coffee with the Principal, Bilingual Parent and Title I Parent Meetings and Parent Square. Parents are also encouraged to volunteer in the classroom and on field trips. Our PTO has many fundraisers beginning with our Movie Nights, Book Fair twice a year, Santa's Village and Read-A-Thon. With the monies raised, the PTO sponsors field trips, assemblies, family nights, school beautification, and student awards. The Snowdrift, a monthly newsletter keeps parents informed of upcoming dates and other important school information as does our Parent Square communicator.

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.2	0.0	1.4	3.6	3.1	3.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

At Irene M Snow School a schoolwide focus on safety, health and well being results in a campus that is virtually free of violence, drugs and crime. Grounds are kept litter-free and supervised by 2 full-time custodians (one day and one swing). Inspections by the Napa Fire Department address code compliance and ensure that facilities are safe for students and staff. Our PBIS team meets monthly to review the procedures at recess, lunch and transitions to ensure the overall safety of students. We review these topics at all parent meetings.

Our Comprehensive School Safety Plan (CSSP), modeled on the Incident Command System, addresses all components of SB187 including biannual Crime Reports, Student Discipline, Sexual Harassment, Dealing with Dangerous Pupils, Crises Response Plan, Dress Code and Alternative Programs. The CSSP is reviewed annually by the Site Safety Committee that includes staff, parents and representatives of law enforcement. Emergency equipment has been supplied for each classroom and for the school as a whole. Evacuation drills are held monthly.

During the first weeks of school, teachers and the principal explain policies about student safety, playground rules, classroom behavior, bullying and harassment. Discipline is kept positive in tone and follows "BEST" practices.

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.

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	17	2	2		20	1	3		18	1	2	
1	23		3		22		3		24		3	
2	21	1	2		22		3		21	1	2	
3	19	1	3		25		2		24		2	
4	22		3		27		3		33		1	1
5	25	1	3		24	1	2		24	1	1	1
Other**									21		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.

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

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	2.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5,831	$432	$5,398	$76,235
District	N/A	N/A	$6,632	$78,177
Percent Difference - School Site and District	N/A	N/A	-20.5	-2.3
State	N/A	N/A	11,101	$82,465
Percent Difference - School Site and State	N/A	N/A	-27.6	-4.4

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 (Fiscal Year 2018-19)

Title 1, Supplemental and Base Funds are used for before and after school interventions, intervention teacher,and an academic specialist. Title 1 funds are also used for a math consultant who works with all of our teachers and students. Our AVID membership and participation in the AVID Summer Institute is paid through our supplemental funds.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,601	$51,374
Mid-Range Teacher Salary	$75,145	$80,151
Highest Teacher Salary	$97,792	$100,143
Average Principal Salary (Elementary)	$127,381	$126,896
Average Principal Salary (Middle)	$134,954	$133,668
Average Principal Salary (High)	$142,305	$143,746
Superintendent Salary	$258,343	$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2.5	2.5	2.5

We have bi-monthly professional development focusing on AVID, ELA/ELD, Math, GLAD, Next Generation Science Standards, Best Teaching practices, PBIS and the Common Core Standards. We have used many of our professional development hours to focus on Writing, Inquiry, Collaboration, Organization, and Reading Strategies as an AVID school. We also have provided grade-level time to be trained in GLAD strategies to enrich our ELD time with students. We are focusing on academic discourse and students speaking in complete sentences in each and every lesson. We have agreed as a school to use the Think/Pair/Share strategy multiple times throughout a lesson. We also have spent time each month to look at the data surrounding behaviors and we have addressed any concerns through lessons with students and using social-emotional curriculum. We also implemented weekly announcements that focus on a social skill that teachers use as a focus for their classrooms.