

Vista Verde 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	Vista Verde Elementary School
Street	13403 Vista Verde Dr.
City, State, Zip	Victorville, CA 92392
Phone Number	(760) 662-5650
Principal	Maria Hughes
Email Address	maria_hughes@snowlineschools.com
Website	www.snowlineschools.com
County-District-School (CDS) Code	36-73957-0110718

Entity	Contact Information
District Name	Snowline Joint Unified School District
Phone Number	(760) 868-5817
Superintendent	Ryan Holman, Ed.D.
Email Address	ryan_holman@snowlineschools.com
Website	www.snowlineschools.com

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

Principal's Message

I'd like to welcome you to Vista Verde AVID Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Vista Verde AVID Elementary School provides a safe, nurturing learning environment where scholars are actively involved in learning academics, as well as positive character values. Scholars receive a standards-based, challenging curriculum based on their individual needs by dedicated professional staff. Ongoing evaluation of scholar progress and achievement assists us in refining the instructional program so scholars can achieve academic proficiency. We have made a commitment to provide the best educational program possible for Vista Verde AVID Elementary School's scholars. We welcome any suggestions or questions you may have about the information contained in this report or about the school.

Mission Statement

Do Your Best and Forget the Rest!

School Profile

At Vista Verde AVID Elementary, we strive to work within professional learning communities to help every scholar achieve their learning goals. Learning targets have been established and parents know exactly how their scholar is performing each week. Common Core State Standards and 21st Century Learning Skills demand high levels of comprehension and the ability to transfer important skills to real life. Our scholars strive to be better readers, writers, mathematicians, and scientists in order to figure out what they want to be when they grow up.

The AVID binder system has increased parent involvement in their scholar's educational journey with 99% returned binders with parent/guardian signatures daily. We have experienced parent participation at levels not seen in our school district this school year. Muffins with Moms (and aunts, sisters, grandmothers, foster parents) and Donuts with Dads (and uncles, brothers, grandfathers, foster parents), monthly Family Education Nights, and regular School Site Council meetings are just a few ways parents and guardians feel connected to our school community.

Positive attendance is a goal for our school and the scholars we serve. We offer Saturday STEAM Academies each month to help scholars improve their attendance. The class within each grade level with the highest attendance percentage earns their grade levels' college flag to be displayed in their classroom window. The overall grade level with the highest attendance has their college flag flown on the flagpole in front of the school. In addition, students thrive on our PBIS efforts of positively rewarding students with Viper Buck\$. Our school earned PLATINUM recognition level within the California State PBIS system during the 2018/19 school year! The Viper Store program encourages students to follow the 4 B's- Be Respectful, Be Responsible, Be Safe, and just Be Kind. All staff members pay students Buck\$ for exhibiting these expected behaviors as students purchase events that focus on building trusting relationships with adults on campus. As part of our PBIS efforts we also hold bi-weekly assemblies in which students can add their Viper Buck\$ to a random drawing for a chance to win small prizes. In addition to PBIS efforts, we have trained all classified and certificated staff in the use of Restorative Practices, a proactive, daily gathering that focuses on conflict resolution, classmate relationships, and the use of healthy social skills. New this year is our Expect Respect response system to eliminate bullying behavior, empower bystanders, and ensure learning environments are physically and emotionally safe. The smiles that are shared throughout the school are priceless!

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

Grade Level	Number of Students
Kindergarten	131
Grade 1	99
Grade 2	116
Grade 3	109
Grade 4	105
Grade 5	113
Total Enrollment	673

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	18.1
American Indian or Alaska Native	0.6
Asian	0.7
Filipino	0.7
Hispanic or Latino	64.6
Native Hawaiian or Pacific Islander	0.6
White	5.1
Two or More Races	3
Socioeconomically Disadvantaged	84
English Learners	17.5
Students with Disabilities	11.4
Foster Youth	3.1
Homeless	0.9

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	29	31	28	317
Without Full Credential	0	0	2	19
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: September 10, 2019

All textbooks used in the core curriculum 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 11, 2018 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 #19-1352 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 SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill School Education: World of Wonders TK (2017) McGraw-Hill School Education: Reading Wonders K-6 (2017)	Yes	0
Mathematics	McGraw Hill My Math (2019)	No	0
Science	Houghton Mifflin, Houghton Mifflin California Science @2007 (2007) Houghton Mifflin Harcourt, Splash Into Pre-K (2014) for TK	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<p>Harcourt School Publishers, Reflections: California Series (2006) Houghton Mifflin Harcourt, Splash Into Pre-K (2014) for TK</p> <p>Although the current history/social science materials are not from the most recent state adoption, our district has determined they are similarly aligned to the state standards. The teachers use supplemental units and materials to fill any gaps. Our math teams continue to meet collaboratively around essential standard instruction, learning, and assessment.</p>	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. 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 custodian and campus monitors inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. The custodians monitor the facilities throughout the day to ensure students and staff are safe during and after school. Two-day custodians and four evening custodians are assigned to Baldy Mesa Elementary School. The day custodians are responsible for:

- Cafeteria setup/cleanup
- Office area cleaning
- Restroom cleaning
- General cleaning of classrooms
- Special event preparation

The day custodian checks restrooms throughout the day for cleanliness and subsequently cleans restrooms as needed. The evening custodians are responsible for thoroughly cleaning restrooms and classrooms. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Deferred Maintenance

Vista Verde Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2018-19 school year, Vista Verde Elementary School received \$61,232.09 in deferred maintenance funds for the repair and/or maintenance of asphalt, plumbing, HVAC, carpet, fire alarm system, and district wide wall system.

For the 2019-20 school year, the district has budgeted \$750,000 for the deferred maintenance program. This represents 0.865% of the Snowline Joint Unified School District general fund budget.

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: 8/27/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	CAFETERIA: Flooring needs to be replaced OFFICE: Countertop is damaged may need to be replaced ROOM 12: Window covered with a sheet ROOM 13: Carpet seam unraveling, excessive paper on the walls ROOM 22: Carpet stained. Needs to be replaced ROOM 23: Carpet stained. Needs to be replaced ROOM 24: Carpet stained. Needs to be replaced ROOM 25: Carpet thrashed. Needs to be replaced ROOM 27: Carpet stained, dirty. ROOM 28: Carpet stained, dirty. ROOM 30: old carpet needs to be replaced ROOM 31: old carpet needs to be replaced ROOM 35 MUSIC: Carpet ROOM 4: Restroom doors covered with paper,using restroom for storage doesn't meet ADA ROOM 8: Exssesive paper on the walls,string lights on the walls, old carpet needs to be replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	ROOM 10: Carpet stained, filthy.
Electrical: Electrical	Good	ROOM 42: older carpet, Electric cords running over sink ROOM 8: Exssesive paper on the walls,string lights on the walls, old carpet needs to be replaced

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	ROOM 1: Using the Restroom for a storage closet doesn't meet ADA ROOM 2: Using the Restroom for a storage closet doesn't meet ADA ROOM 4: Restroom doors covered with paper,using restroom for storage doesn't meet ADA
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	ROOM 12: Window covered with a sheet
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)	29	27	44	43	50	50
Mathematics (grades 3-8 and 11)	13	19	33	34	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	313	310	99.04	0.96	26.77
Male	172	171	99.42	0.58	23.98
Female	141	139	98.58	1.42	30.22
Black or African American	60	60	100.00	0.00	15.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	208	205	98.56	1.44	29.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	17	17	100.00	0.00	29.41
Two or More Races	13	13	100.00	0.00	15.38
Socioeconomically Disadvantaged	270	267	98.89	1.11	23.97
English Learners	78	76	97.44	2.56	36.84
Students with Disabilities	51	50	98.04	1.96	4.00
Students Receiving Migrant Education Services					
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	312	308	98.72	1.28	18.51
Male	171	169	98.83	1.17	18.93
Female	141	139	98.58	1.42	17.99

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	60	60	100.00	0.00	11.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	207	203	98.07	1.93	19.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	17	17	100.00	0.00	11.76
Two or More Races	13	13	100.00	0.00	23.08
Socioeconomically Disadvantaged	269	265	98.51	1.49	17.36
English Learners	77	75	97.40	2.60	21.33
Students with Disabilities	50	49	98.00	2.00	8.16
Students Receiving Migrant Education Services					
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	22.9	21.1	12.8

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)

Vista Verde AVID Elementary focused on the AVID system in which parents know exactly how their child is doing in school by looking at their personal AVID binder. Parents are informed daily of their scholar's in class behavior through the use of the AVID binder that each TK-5 grade scholar brings home and returns each day. All homework, reading logs, Reflex Math logs and other important school paperwork is stored neatly in the AVID binder for parents and guardians to access and review with their scholar daily at home.

Parents are encouraged to remain involved in their child's learning environment by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed of upcoming events and school activities through the AVID binder, traditional flyers, School Messenger calls, newsletters, and weekly teacher newsletters. Our teaching staff utilizes Class Dojo, a user-friendly app which communicates student behavior, work ethic, and academic success for parents who are on the go. Parents often use the Class Dojo app to discuss their child's day at school, while focusing on the positive aspects each day brings. All school forms are provided in English and Spanish. Oral Spanish translation is available during school hours in the front office. Contact school office staff at (760) 662-5650 for more information on how to become involved in your child's learning environment!

Parent conferences are planned for first trimester to communicate each scholars' academic progress. Spanish translation is available at all conferences as applicable.

Opportunities to Be Involved at Home:

Check AVID binder daily

Communicate with classroom teacher using AVID binder

Discuss progress on Learning Targets and sign the form

Discuss daily learning opportunities with students at home using Class Dojo

Ensure independent reading occurs at home- at least 30 minutes per night

Practice addition/subtraction/multiplication/division fact at home daily using Reflex Math

Read and identify sight words in books at home

Ensure your child comes to school prepared to be a learner: well rested, has eaten breakfast, backpack ready with needed materials (AVID binder, library book, homework, etc.).

Discuss student interactions from the day before to allow open communication about potential difficult social situations.

Attend all Parent Teacher Conferences when invited.

Communicate concerns immediately to teacher and/or principal to ensure a solution to the problem.

Opportunities to Be Involved at School:

Classroom Helper
 Library Helper
 Office Helper
 Student Supervision
 Assist with End-of-Year Celebration Activities
 Assist with After School Program
 Book Fair Assistant
 Picture Day Assistant

School Leadership Committees :

School Site Council
 English Learner Advisory Council
 District English Learner Advisory Committee
 Safe Routes to School
 Report Card Committee

School Activities :

Open House
 Parent Education Workshops
 Music performances- instrumental band and choir
 Family Education Nights
 Viper Center
 Schoolwide Recycling Program
 Book Fairs
 Latino Literacy program for parents and scholars (offered in the evenings in Winter and Spring)
 Lea Con Migo Backpacks filled with English/Spanish books for checkout

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	10.9	6.4	7.1	5.6	5.5	5.2	3.6	3.5	3.5
Expulsions	0.3	0.5	0.3	0.5	0.3	0.8	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Vista Verde Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September 2019. Lock blocks have been installed on all classroom doors to allow students to come and go throughout the day while the door remains locked. In case of a lock down, the teacher simply closes the lock block and shuts the door while remaining inside the classroom.

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	27		5		21	3	4		22	2	4	
1	24		5		25		4		25		4	
2	22	1	4		24		5		23		5	
3	24		5		20	3	2		24		4	
4	27		4		28		4		30		3	
5	25	1	5		26	1	4		26	1	4	
Other**	16	1							13	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*	673.0

*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	
Other	1.5

*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	\$7,146	\$1,253	\$5,893	\$66,313
District	N/A	N/A	\$4724.55	\$77,941.00
Percent Difference - School Site and District	N/A	N/A	22.0	-16.1
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-24.1	-16.3

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)

In addition to general fund state funding, Snowline Joint Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

State Preschool

Lottery

Title I, Title II, Title III

Special Ed IDEA

Special Ed IDEA LOCAL ASSIST

Special Ed IDEA PRESCHOOL

Special Ed IDEA PRESCHOOL LOCAL

Carl Perkins

After School Education

Agricultural Vocational

Partnership

Microsoft Voucher Grants

College Readiness

Prop 39

Educator Effectiveness

CTE

Ramp Up

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,859	\$49,084
Mid-Range Teacher Salary	\$80,093	\$76,091
Highest Teacher Salary	\$95,751	\$95,728
Average Principal Salary (Elementary)	\$113,137	\$118,990
Average Principal Salary (Middle)	\$115,253	\$125,674
Average Principal Salary (High)	\$121,760	\$137,589
Superintendent Salary	\$180,258	\$230,096
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	9%	6%

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	32	32	53

Professional development over the past three years has included a sustained focus on the Common Core State Standards (CCSS) in both English language arts (ELA) and mathematics. Student achievement data clearly shows that both the former and the latter need significant attention in regards to instructional practices and intervention. Additionally, teachers are being provided textbook adoption training in the areas of math (TK-8) and history/social science (6-12) to ensure effectiveness and fidelity when it comes to using the new curricular materials. The Next Generation Science Standards (NGSS) Transition Team, composed of elementary and secondary teachers, continues to learn and build its capacity in efforts to coach and support colleagues at their respective campuses. Tier I and upper tier Positive Behavior Interventions and Supports (PBIS) forums offer PBIS coaches and administrators training and collaboration opportunities intended to enhance PBIS systems across the district. The New Teacher Academy supports both teachers who are new to the profession as well as veteran teachers who are new to Snowline. This school year, all Snowline teachers will participate in the first of five Kagan Cooperative Learning trainings, which are designed to show educators how to raise the level of student engagement and, in turn, increase student achievement. The importance of ensuring quality professional development for our instructional paraprofessionals is also a priority. Training days on how to properly assess literacy and support students with special needs are facilitated.

The following are the number of professional development days (full school days) allocated to specific areas of need over the course of three years (2017-18, 2018-19, 2019-20).

Math Textbook Adoption - 19/20: 11, 18/19: 0, 17/18: 0
 History/Social Science Textbook Adoption - 19/20: 5, 18/19: 0, 17/18: 0
 English Learner (EL) Coaching - 19/20: 11, 18/19: 11, 17/18: 11
 Next Generation Science Standards (NGSS) - 19/20: 3, 18/19: 4, 17/18: 4
 Positive Behavior Interventions & Supports (PBIS) - 19/20: 7, 18/19: 7, 17/18: 7
 Elementary Teacher Root Cause Analysis Training - 19/20: 4, 18/19: 0, 17/18: 0
 New Teacher Academy - 19/20: 7, 18/19: 7, 17/18: 7
 Kagan Cooperative Learning - 19/20: 1, 18/19: 0, 17/18: 0

Special Education Instructional Associates Training - 19/20: 2, 18/19: 2, 17/18: 2

Instructional Associates Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Training - 19/20: 2, 18/19: 1, 17/18: 1

A vast majority of professional development occurs in-district during the school day. Substitute coverage for participating teachers is coordinated through the Student Learning and Support Services department. The training sessions are generally facilitated by district and site administrators and teachers.

Professional Learning Communities (PLC), supported by site administrators and district personnel, are the primary vehicles utilized to evaluate student academic data and classroom teaching practices. Snowline has moved towards greater consistency in regards to assessments used across the district. All students in grades 3-8 and 11 participate in the Interim Assessment Blocks (IAB), which align with the California Assessment of Student Performance and Progress (CAASPP) and is an accurate performance predictor for the same. Principals and other site administrators conduct classroom visitations and provide specific feedback to teachers that validates strong teaching practices and/or brings attention to areas in need of growth. Teachers have a great deal of access when it comes to obtaining the specific professional development they need in order to maximize their effectiveness and increase the level of learning among their students.