

H. A. 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	H. A. Snow Elementary School
Street	6580 Mirabeau Drive
City, State, Zip	Newark, CA 94560
Phone Number	(510) 818-3900
Principal	Jessica Tommasini
Email Address	jtommasini@newarkunified.org
Website	snowelementary.com
County-District-School (CDS) Code	01-61234-6001473

Entity	Contact Information
District Name	Newark Unified School District
Phone Number	(510) 818-4103
Superintendent	Leticia Salinas
Email Address	lsalinas@newarkunified.org
Website	www.newarkunified.org

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

I invite you to explore H.A. Snow’s Annual School Accountability Report Card, which provides valuable information about our school instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Above all, we at Snow share our pride in our excellence with our community, and celebrate the many outstanding examples of students in the act of achieving educational success.

Students are the main source of our pride. Here at Snow we use the motto “Blizzard Bear Pride”. Much like a polar bear needs the right climate to thrive our students need the right teachers, support staff, and family partnerships. This combination leads our students to excel, achieve, and be proud of being part of our Snow community. Our students are hard-working, intelligent, and well-behaved examples of who we want them all to be as they grow to maturity. Our teachers and staff members collaborate to deliver experiences to children that challenge and motivate them to learn the rigorous standards of each grade level. Our parents are fantastically supportive of the school’s efforts on behalf of their children. Good character, educational excellence and pride are key features of our service to children. Snow has been recognized as a National Blue Ribbon School by the U.S. Department of Education and twice as a California Distinguished School. This recognition comes from our commitment to innovative teaching practices, teacher training, and specialized programs that we offer at Snow .

Here at Snow, we value our learning environment and want to foster the love of learning in all of our students. We have a Snow Mission Statement and Snow Bill of Rights for our students, which guides all of our decisions and keeps student success at the forefront of our commitment to learning.

Snow School’s

Mission Statement:

At H. A. Snow Elementary School, we prepare our students for a successful life by providing a world-class education that supports all children with a thought-provoking, academically rigorous education, within a safe, compassionate, and tolerant school.

Bill of Rights for Students:

- Students have the right to learn in a safe, compassionate, tolerant school with people who collaborate, have high expectations, and advocate for their well-being both socially and academically because

we believe that ALL children deserve a robust, thought-provoking, rigorous education.

- Students are encouraged, and have the right, to be active class members in making decisions and problem solving, so that they become compassionate leaders who understand societal expectations and serve as stewards of the world.

Together, our students, staff, and families come together, committed to our permanent goal; to see every child soar educationally and as citizens of good character in our world.

Snow School celebrates our diverse ethnic population of African-American, Asian, Hispanic, and White students, as well as many other cultures. The school also provides specialized services to English Learners and Students with Disabilities. Interventions are implemented throughout the day and after school in the content areas of English Language Arts and Mathematics. Afterschool STEM classes are offered to 4th-6th grade students as an enrichment opportunity.

The Newark Public Schools inspire and educate all students to achieve their full potential and be responsible, respectful, productive citizens.

The City of Newark is located in Alameda County, and is home to over 40,000 people. This 150 year-old community is situated on the southeastern edge of the San Francisco Bay directly off of Interstate I-880 and Highway 84. With its close proximity to San Jose and San Francisco, Newark residents have easy access to the benefits of “big city” life, while offering the comfort and safety of a small town atmosphere. Newark Unified School District is comprised of eight elementary schools, two alternative high schools, one junior high, and one comprehensive high school. All of the schools maintain a shared commitment to providing students with a “world class education” based on a strong liberal arts foundation and centered on the district’s core values, producing academically skilled and community-minded students with a wide array of post-high school educational and career options.

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

Grade Level	Number of Students
Kindergarten	40
Grade 1	47
Grade 2	47
Grade 3	53
Grade 4	52
Grade 5	43
Grade 6	61
Total Enrollment	343

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.6
Asian	13.1
Filipino	5.8
Hispanic or Latino	56.6
Native Hawaiian or Pacific Islander	3.2
White	12
Two or More Races	5.5
Socioeconomically Disadvantaged	54.2
English Learners	23.3
Students with Disabilities	18.4
Homeless	3.8

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	13	12	114
Without Full Credential	0	0	0	4
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: 4/17/2018

Newark USD provides enough materials at each school with the necessary standards-aligned textbooks. Our recent adoption of materials reflect alignment to the Common Core standards in Math and Language Arts. Science materials are transitioning to the new Next Generation Science Standards (NGSS). As new kits are purchased they are aligned to NGSS.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	100% availability of English/Language Arts, Reading Units of Study and Writing Units of Study written by Lucy Calkins from Teacher's College at Columbia University. Published by Heinemann. Other supplementary sources are provided as needed to teach Common Core Standards.	Yes	0%
Mathematics	4/17/18 - BOE Adopted Big Ideas Mathematics for Grades K-12.		0%
Science	100% availability of Science FOSS Kits (K-6), Delta, approved 2007; and Focus on Earth Science (6), Glencoe McGraw Hill, approved 2007		0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	100% availability of History-Social Science for California, Scott Foresman, approved 2006		0%
Health	100% availability of Flash (5-6), King County, Seattle Washington, approved 2005		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Snow was constructed in 1960 with two additions in 1961 and 1991. From 2001-2005 modernization projects took place to upgrade the HVAC and restrooms. With the passing of the bond and Prop 39, the District have begun assessing all site to address concerns.

District maintenance staff ensures that minor maintenance, repairs or upgrades necessary to keep the school in good repair and working order are completed in a timely manner. Monthly inspections are performed which includes general, electrical, mechanical and playground safety. A work order system is used to ensure efficient service and emergency repairs are given the highest priority.

The school has two full time custodians, including a senior day custodian as well as a night custodian. Custodial staff work year round to maintain a clean and safe school

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: 10/15/2019

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	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room 13: Leak under sink between wall- has been fixed
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Room21:

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Room 18: 2 windows are able to open but difficult to close
Overall Rating	Exemplary	

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)	44	43	44	48	50	50
Mathematics (grades 3-8 and 11)	38	34	37	38	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	199	198	99.50	0.50	43.43
Male	111	110	99.10	0.90	40.00
Female	88	88	100.00	0.00	47.73
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Asian	28	28	100.00	0.00	67.86
Filipino	13	13	100.00	0.00	61.54
Hispanic or Latino	112	112	100.00	0.00	30.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	23	22	95.65	4.35	59.09
Two or More Races	11	11	100.00	0.00	54.55
Socioeconomically Disadvantaged	112	112	100.00	0.00	35.71
English Learners	84	84	100.00	0.00	34.52
Students with Disabilities	48	47	97.92	2.08	14.89
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	199	198	99.50	0.50	34.34
Male	111	110	99.10	0.90	36.36
Female	88	88	100.00	0.00	31.82
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	28	28	100.00	0.00	71.43
Filipino	13	13	100.00	0.00	53.85
Hispanic or Latino	112	112	100.00	0.00	19.64
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	23	22	95.65	4.35	36.36
Two or More Races	11	11	100.00	0.00	45.45
Socioeconomically Disadvantaged	112	112	100.00	0.00	31.25
English Learners	84	84	100.00	0.00	28.57
Students with Disabilities	48	47	97.92	2.08	12.77
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	19.0	14.3	11.9

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)

Snow Elementary School has the great fortune of having tremendous support from its families and the Snow community at large. Parents and community members volunteer their time and resources to support the school in a variety of ways, including serving as classroom aides and/or tutors, paper-graders, or they may prepare materials at home.

The Snow School Parent/Teacher Association has actively participated in a wide variety of activities for the school. PTA activities have included the following: Back-to-School Night, Fall Festival, Book Fairs, See's Candy Sales, and Family Movie Nights. Community members and parents have the opportunity to be directly involved with the governance of the school through serving on one of the many leadership teams that guide the school and district, including: Snow School Site Council, District Advisory Council, District English Language Advisory Council, and the District Curriculum Council.

Please contact the school office for more information on opportunities for parent involvement.

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	0.3	2.1	1.7	3.1	4.2	3.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Schools review and practice their safety procedures in the spring of each school year. Other practice drills take place regularly during the school year. Fire drills and "duck and cover" drills occur monthly. Per Ed Code Section 32281, the School Site Council (SSC) writes and develops a comprehensive school safety plan relevant to the needs and resources of that particular school.

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	24		2		19	1	2		20	2		
1	24		2		24		2		22		2	
2	24		2		25		2		23		2	
3	24		2		23		2		19	1	2	
4	31		2		32		1		30		1	
5	19	1	2		30		2		29		2	
6	26		2		30		2		29		2	
Other**	10	1			13	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*	.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)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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	11220	3430	7790	98850
District	N/A	N/A	7675	\$87,940.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	1.5	11.7
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	3.7	23.5

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)

The majority of funds Snow Elementary Elementary receives as a Title I school are used to support a reading intervention program for students in grades K-3, who are reading at two or more years below grade level. LCFF funds are used to support EL students and their families with the services of an intensive intervention teacher, translators, and interpreters. These funds have also been used to train classroom teachers in an intensive and effective language acquisition model called SEAL (Sobrato Early Academic Language Model), as well as training for upper-grade teachers on the AVID (Advancement Via Individual Determination) program, which is a program that has been proven to close the achievement gap. In addition, these funds are used to support small group reading instruction with leveled books, the Developmental Reading Assessment (DRA), and staff development opportunities.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$61,655	\$49,084
Mid-Range Teacher Salary	\$85,563	\$76,091
Highest Teacher Salary	\$106,952	\$95,728
Average Principal Salary (Elementary)	\$132,195	\$118,990
Average Principal Salary (Middle)	\$137,495	\$125,674
Average Principal Salary (High)	\$147,422	\$137,589
Superintendent Salary	\$236,000	\$230,096
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	7%	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	3	3	3

Professional development and teacher evaluation promotes quality instruction and is a fundamental element in developing a sound educational program. Staff members build teaching skills and concepts through participating in conferences, workshops, and district and site collaboration and training throughout the academic year. Snow teachers have participated in professional development focused on Reader's and Writer's workshop, English Language Development strategies, the 8 Mathematical Concepts, and Next Generation Science Standards. All first and second-year teachers throughout the district participate in the Induction Program. The Induction coordinator supervises the program and has received training in the California Formative Assessment and Support System for Teachers. Staff members are also eligible to receive support from the Educator Support Panel, a program that uses exemplary teachers to assist permanent and beginning teachers in subject matter areas and effective teaching strategies. The teacher evaluation process promotes quality instruction and is a fundamental element in the site's sound educational program. Evaluations and formal observations are designed to encourage professional growth and comply with the state's evaluation criteria and Newark Unified School District policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Teacher evaluations are conducted by the school principal and ensure that teachers are engaging and supporting all students in learning, understanding, and organizing subject matter for student learning, assessing student learning, creating and maintaining effective environments for student learning, planning instruction and implementing effective learning experiences. Professional development for all teachers is also provided during the 90 minutes Friday collaboration time twice a month.

Professional Development Days are provided each year. For the last three years, three days were offered in 2016-2017, 2017-2018, and 2018-2019.