Baldy Mesa 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	Baldy Mesa Elementary School
Street	10376 Baldy Mesa Road
City, State, Zip	Phelan, CA 92371
Phone Number	760-868-2500
Principal	Shad Grijalva
Email Address	shad_grijalva@snowlineschools.com
Website	www.snowlineschools.com
County-District-School (CDS) Code	36-73957-6106710

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
Welcome to Baldy Mesa Elementary School's Annual School Accountability Report Card. The purpose of this document is to provide parents with information about our school's instructional programs, academic achievement, textbooks, safety procedures, facilities, and professional staff. Understanding our educational program will help our families and community join our efforts in providing an outstanding learning experience for Baldy Mesa's children.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that our school provides a warm yet stimulating environment where students are actively involved in learning academics as well as positive values. We make our motto of "Respect, Responsibility, and Roadrunner Pride" a reality daily.

School Profile
Baldy Mesa Elementary School is located in the central region of Baldy Mesa and serves students in grades pre-school through five following a traditional calendar.

Baldy Mesa Elementary School has a highly qualified, experienced team of professionals who are dedicated to providing students with a challenging, standards-based curriculum in a safe, productive environment.

Baldy Mesa Elementary School hosts a morning state preschool program on campus. Children who are four years of age in families meeting established income criteria are invited to enroll. Approximately 80 children are currently participating in the free preschool program.

We also have a Transitional Kindergarten class serving 32 students.

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

Grade Level	Number of Students
Kindergarten	149
Grade 1	156
Grade 2	125
Grade 3	153
Grade 4	138
Grade 5	163
Total Enrollment	884

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.2
Asian	0.5
Filipino	0.3
Hispanic or Latino	52.1
Native Hawaiian or Pacific Islander	0.3
White	33.9
Two or More Races	0.5
Socioeconomically Disadvantaged	69.1
English Learners	12.1
Students with Disabilities	13.7
Foster Youth	1
Homeless	0.8

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	36	35	35	317
Without Full Credential	0	3	4	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	Harcourt School Publishers, Reflections: California Series (2006) Houghton Mifflin Harcourt, Splash Into Pre-K (2014) for TK 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.	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

Baldy Mesa 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, Baldy Mesa Elementary School received $47271.24 in deferred maintenance funds for the repair and/or maintenance of asphalt, plumbing, HVAC, carpet, fire alarm system, roofing, 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: 10/3/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	ROOM 10: Clock missing. Fire ext. not signed all year ROOM 29 / STORAGE: fire ext not signed all year, paper on walls room is a disaster ROOM 45: fire ext. not signed all year ROOM 46: Carpet seams. Curtains on windows, fire ext. not signed all year ROOM 48: curtains on the windows room very cluttered wires running in ceiling high storage danger fire ext. not signed all year SPEECH/BACK OFFICE: Ceiling tile out; needs carpet; old paneling; threshold. Fire ext. not signed all year
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	ROOM 25: ceiling to floor paper.rear window covered with paper, fire ext not signed all year ROOM 29 / STORAGE: fire ext not signed all year, paper on walls room is a disaster ROOM 30: .fire ext not signed all year, curtains on windows, front window blocked by shelfs
Electrical: Electrical	Good	ROOM 43: Cords through ceiling. Curtains on windows, fire ext. not signed all year no fire ext. ROOM 49: Cords through ceiling. Fire ext. not signed all year ROOM 9: fire ext. not signed all year
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	ROOM 13: Sink faucet loose.fire ext. not signed all year

| Safety: Fire Safety, Hazardous Materials | Good | 222: Fire extinguisher not signed at all not one time
ADMINISTRATION: fire ext. not signed all year
LIBRARY: fire ext. not signed all year
ROOM 1: fire ext not signed all year
ROOM 10: Clock missing. Fire ext. not signed all year
ROOM 11: fire ext. not signed all year
ROOM 12: fire ext not signed all year
ROOM 13: Sink faucet loose.fire ext. not signed all year
ROOM 14: fire ext. not signed all year
ROOM 15: fire ext not signed all year
ROOM 16: fire ext not signed all year
ROOM 17: fire ext. not signed all year
ROOM 18: fire ext. not signed all year
ROOM 2: fire ext. not signed all year
ROOM 20: fire ext. not signed all year
ROOM 21: fire ext not signed all year curtains on windows
ROOM 22: .fire ext not signed all year
ROOM 23 STORAGE: fire ext not signed all year
ROOM 24: fire ext not signed all year
ROOM 25: ceiling to floor paper.rear window covered with paper, fire ext not signed all year
ROOM 26: .fire ext not signed all year, rear windo covered with a white board
ROOM 27: , fire ext not signed all year
ROOM 28: fire ext not signed all year
ROOM 29 / STORAGE: fire ext not signed all year, paper on walls room is a disaster
ROOM 3: fire ext. not signed all year
ROOM 30: .fire ext not signed all year, curtains on windows, front window blocked by shelfs
ROOM 31: fire ext not signed all year curtains on the windows
ROOM 32: fire ext not signed all year
ROOM 33: .curtains on windows, fire ext not signed all year
ROOM 34: curtains on windows, fire ext not signed all year
ROOM 35: fire ext not signed all year, curtains on window
ROOM 36: Curtains on the windows, fire ext not signed all year
ROOM 38: fire ext. not signed all year curtains, cords hanging
ROOM 4: fire ext. not signed all year |

System Inspected	Rating	Repair Needed and Action Taken or Planned
		ROOM 40: Fire extinguisher hanger missing. Not signed all year ROOM 41: fire ext. not mounted has not been signed all year ROOM 42: . Fire ext. not signed all year ROOM 43: Cords through ceiling. Curtains on windows, fire ext. not signed all year no fire ext. ROOM 44: fire ext. not mounted has not been signed all year ROOM 45: fire ext. not signed all year ROOM 46: Carpet seams. Curtains on windows, fire ext. not signed all year ROOM 47: Fire ext. not signed all year ROOM 48: curtains on the windows room very cluttered wires running in ceiling high storage danger fire ext. not signed all year ROOM 49: Cords through ceiling. Fire ext. not signed all year ROOM 5: fire ext. not signed all year ROOM 51: fire ext. not mounted has not been signed all year curtains and paper on rear window Room 52: fire ext. not mounted has not been signed all year ROOM 53: fire ext. not signed all year ROOM 54: fire ext. not signed all year ROOM 55: fire ext. not signed all year ROOM 56: no fire ext. ROOM 57: no fire ext. ROOM 6: fire ext. not signed all year ROOM 7: fire ext. not signed all year ROOM 8: fire ext. not signed all year ROOM 9: fire ext. not signed all year ROOM K-1: Fire extinguisher not signed at all ROOM K-2: Fire extinguisher not signed at all ROOMS 220 & 221: Fire ext. not signed at all not one time SPEECH/BACK OFFICE: Ceiling tile out; needs carpet; old paneling; threshold. Fire ext. not signed all year
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	ROOM 2: fire ext. not signed all year ROOM 23 STORAGE: fire ext not signed all year ROOM 25: ceiling to floor paper.rear window covered with paper, fire ext not signed all year ROOM 26: .fire ext not signed all year, rear windo covered with a white board ROOM 30: .fire ext not signed all year, curtains on windows, front window blocked by shelfs ROOM 42: . Fire ext. not signed all year ROOM 43: Cords through ceiling. Curtains on windows, fire ext. not signed all year no fire ext. ROOM 51: fire ext. not mounted has not been signed all year curtains and paper on rear window SPEECH/BACK OFFICE: Ceiling tile out; needs carpet; old paneling; threshold. Fire ext. not signed all year YMCA:
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)	40	41	44	43	50	50
Mathematics (grades 3-8 and 11)	28	32	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	466	462	99.14	0.86	40.69
Male	226	226	100.00	0.00	33.19
Female	240	236	98.33	1.67	47.88
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	243	240	98.77	1.23	38.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	180	179	99.44	0.56	44.69

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	328	325	99.09	0.91	33.54
English Learners	74	72	97.30	2.70	26.39
Students with Disabilities	81	80	98.77	1.23	12.50
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	468	465	99.36	0.64	31.61
Male	227	227	100.00	0.00	31.28
Female	241	238	98.76	1.24	31.93
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	244	242	99.18	0.82	25.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	181	180	99.45	0.55	40.56
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	328	326	99.39	0.61	25.46
English Learners	75	74	98.67	1.33	16.22
Students with Disabilities	81	80	98.77	1.23	3.75
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	20.6	16.1	9.0

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 are encouraged to get involved in their child's learning environment either by volunteering in the classroom or participating in a decision-making group such as School Site Council, joining our PTA, or simply attending school events.

We do our best to our reach out to our parents and families via text, automated phone calls, messages on our marquee, school webpage, Facebook posts, weekly Tuesday folders/envelopes, and regular communication through our PTA.

Opportunities to Volunteer:

Classroom Helper
Library Helper
PTA sponsored events

Committees:

Parent Teacher Association
School Site Council
Positive Behavior Intervention and Support

School Activities:

Back to School Night
Open House
Spelling Bee
Family Activities, sponsored by PTA
Grandparent's Day
Monthly Awards
Monthly Breakfast with the Principal
Parent Education Nights
PTA Recess Day
Science Fair
Staff Appreciation Luncheon
Yearly Presidential Awards
Fifth-grade promotion

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	1.4	0.6	1.5	5.6	5.5	5.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	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 Baldy Mesa 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 and updated by school staff in August 2019.

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	20	3	3		26	1	5		25		6	
1	27		5		22	1	4		25		6	
2	22		6		23		6		24		5	
3	28		5		23		6		23	1	6	
4	27	1	5		29		5		26		5	
5	26	1	5		27	1	5		31		5	
Other**					14	1			14	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*	884.0

*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	
Resource Specialist (non-teaching)	
Other	3.5

*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	$6,937	$1,005	$5,932	$79,503
District	N/A	N/A	$4724.55	$77,941.00
Percent Difference - School Site and District	N/A	N/A	22.7	2.0
State	N/A	N/A	$7,506.64	$78,059.00
Percent Difference - School Site and State	N/A	N/A	-23.4	1.8

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.