Snelling-Merced Falls Elementary School

16099 North Highway 59 • Snelling, CA 95369 • (209) 563-66414 • Grades K-8
Alison Kahl, Principal
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2011-12 School Accountability Report Card
Published During the 2012-13 School Year

Snelling-Merced Falls Union Elementary School District
16099 North Highway 59
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www.snelling.k12.ca.us

District Governing Board
Suzanne Aaron
Robert Bauer
Paul Dunn
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Susan Ryan

District Administration
Alison Kahl
Superintendent

Terry Gaspar
Administrative Assistant

About the SARC
Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (209) 563-66414.

Mission Statement
Snelling-Merced Falls Elementary creates a positive learning environment by focusing on individualized classroom lessons, supportive after school programs and clubs, and personalized professional ethics. Parents, staff, and the community embrace each students' potential and encourages individualized growth for academic and personal success

Community & School Profile
Snelling-Merced Falls School District is a small rural single-school district serving 93 students in grades kindergarten through eighth during the 2010-2011 school year. The school is located seventeen miles north of Merced on Highway 59 in the town of Snelling. The student population consisted of 9.3% students with disabilities, 42% English Learners, and 93% socioeconomically disadvantaged. Additional student body demographics are illustrated in the table.

Opportunities for Parental Involvement
Parents who are interested may become members of the School Site Council which is comprised of parents and school staff members. Meetings are held once a month. The School Site Council helps in the development and implementation of the Local Education agency plan. All community members are encouraged to attend SSC meetings. School Board meetings are also held once a month on the second Thursday of the month at 6:00 P.M. The meetings are open to the public. During the school year every student meets with his or her teacher for parent/teacher conferences. Other opportunities for parent involvement include: Classroom volunteers; Field trip chaperones; Helping with homework; Sports league events etc. Parents who wish to participate in Snelling School's leadership teams, school committees, school activities, or become volunteers may contact the school principal, Alison Kahl, at (209) 563-6414 or at akahl@mcoe.org.

Contact Information
Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Snelling-Merced Falls Elementary at (209) 563-6414.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	10
Gr. 1	15
Gr. 2	6
Gr. 3	6
Gr. 4	13
Gr. 5	14
Gr. 6	14
Gr. 7	11
Gr. 8	19
Total	108

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	1.9
Filipino	0
Hispanic or Latino	53.7
Native Hawaiian/Pacific Islander	0
White	43.5
Two or More Races	0.9
Socioeconomically Disadvantaged	81.5
English Learners	45.4
Students with Disabilities	10.2

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	10	11	12	10	11	12	10	11	12	10	11	12
Kinder.		18	10		1	1		0	0		0	0
Gr. 1			15			1			0			0
Gr. 2			6			1			0			0
Gr. 3		21	6		1	1		0	0		0	0
Gr. 4			13			1			0			0
Gr. 5		23	14		0	1		1	0		0	0
Gr. 6			14			1			0			0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	09-10	10-11	11-12
Suspensions Rate	0	0	1
Expulsions Rate	0	0	0
District	09-10	10-11	11-12
Suspensions Rate	0	0	1
Expulsions Rate	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The School Safety Plan was implemented in the 1998-99 school year and is revised and updated annually in order to ensure that it is implemented properly and complies with SB187 required components. The Plan is reviewed during the Fall with the school staff and School Site Council members. Updates and revisions are made with the assistance of a Risk Manager from the Merced County Schools Insurance Group and are approved by the Board of Trustees. The School Safety Plan was designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities and communication with staff and students. The comprehensive school safety plan includes: assessing the current status of school crime committed on school campuses and at school-related events; identifying appropriate strategies and programs that will provide or maintain a high level of school safety; and addressing the school's procedures for complying with existing laws related to school safety.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: Aug 2011

Snelling-Merced Falls School District facilities are more than adequate for the schools enrollment. The District facilities include two main buildings with two classrooms in each building; four portable buildings including a library, computer lab, resource room and classroom; and a multi-purpose cafeteria/gym and bus barn. These facilities are regularly maintained with deferred maintenance funds as written into a five year plan. The facilities and grounds are kept clean. Snelling School is continually concerned about the safety and welfare of its students and staff. Following are some examples of ways in which safety is promoted in the District: A street light was added for parking/lighting safety. All staff members are annually trained in CPR and First Aid. Cellular phones have been maintained on the bus for emergency use. The school has a committee which participates in the development and annual review of the Comprehensive School Safety Plan. A Certified playground Inspector has evaluated the playground equipment and modifications have been made.

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	Commercial hot water heater needed for kitchen. Commercial refrigerator requiring frequent service-recommend replacement for kitchen.
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	Multi Purpose room- floor condition deteriorating recommend replacement of tiles and leveling of floor.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	Grounds-back - Gophers/holes repaired-recurring issue. CR 4- interior carpet heavily stained.
Electrical: Electrical	[X]	[ ]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]	[ ]	Multi-Purpose Room - Drinking fountain non operable, hot water in restrooms slow to heat and needs new valves.
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	Office workroom/CR 1/CR 2- vinyl roofing material thin/suggest reroof in 2-3 years. CR 3- rear door closure leaking fluid (oil)-replace
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	Playground- Perimeter fence needs to be extended to enclose complete campus including bus barn area. Front Parking Lot Area- potholes in parking lot/ above ground tree burl-roots, suggest repaving project and stamp grinder for burls.
Overall Rating	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
School	**09-10**	**10-11**	**11-12**
Fully Credentialed	5	6	6
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	**09-10**	**10-11**	**11-12**
Fully Credentialed	♦	♦	6
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
School	**10-11**	**11-12**	**12-13**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

The Snelling School Staff has many opportunities for professional development. The District supports and encourages professional development activities by providing stipends and paying for registration fees and substitute teachers. Professional development activities are aligned with the State's academic content standards and student academic achievement data. Staff development days focus on those topics and formats that have the greatest positive impact on teachers' ability to accelerate the learning of students who are working below grade level and have not yet achieved proficiency in state content standards. Teachers who are teaching in classrooms participating in the class size reduction program receive professional development in the required areas including methods for providing individualized instruction, classroom management, responding to pupil needs and building on the individual strengths of students. The next couple years will focus on the implementation of the Common Core standards.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100	0
Districtwide		
All Schools	100	0
High-Poverty Schools	100	0
Low-Poverty Schools	0	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

* 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 2010-11)				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$9,238	$3,141	$6,097	$47,828
District	♦	♦	$6,097	$47,828
State	♦	♦	$5,455	$57,019
Percent Difference: School Site/District			0%	0%
Percent Difference: School Site/ State			11.8%	-16.1%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2010-11)		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$35,831	$38,625
Mid-Range Teacher Salary	$52,268	$55,530
Highest Teacher Salary	$65,790	$70,729
Average Principal Salary (ES)		$92,955
Average Principal Salary (MS)		$96,092
Average Principal Salary (HS)		$94,993
Superintendent Salary	$82,577	$106,757
Percent of District Budget		
Teacher Salaries	30%	36%
Administrative Salaries	3%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to the general fund state funding, Snelling-Merced Falls School District receives the following categorical, special education and support programs: Economic Impact Aid (EIA); Peer Assistance and Review (PAR); Federal, ECIA/ESEA/IASA; Federal, Special Education, Entitlement per UDC; Special Education Master Plan; Home-to-School Transportation; School Improvement Program; Instructional Materials; Class Size Reduction and Ed Job funds for the 2011-12 school year.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 13, 2012

Snelling-Merced Falls Union Elementary held a public hearing on (enter date) September 9, 2010, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials		
Core Curriculum Area		**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts		Holt, Rinehart & Winston Adopted 2003
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	Houghton Mifflin Adopted 2002
Mathematics		Harcourt Adopted 2008
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	McDougal Littell Adopted 2008
Science		Holt, Rinehart & Winston Adopted 2008
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	MacMillan/McGraw Hill Adopted 2008
History-Social Science		Holt Adopted 2007
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	Houghton Mifflin Adopted 2007

Note: Scores are not shown 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	57	62	65	57	62	65	52	54	56
Math	69	62	76	69	62	76	48	50	51
Science	53	76	77	53	76	77	54	57	60
H-SS			39			39	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	65	76	77	39
All Student at the School	65	76	77	39
Male	54	72	73	
Female	74	79	81	45
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	51	70		
Native Hawaiian/Pacific Islander				
White	82	84	76	54
Two or More Races				
Socioeconomically Disadvantaged	61	77	79	
English Learners	44	67		
Students with Disabilities				
Students Receiving Migrant Education Services	43	64		

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	7.7	30.8	30.8

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	09-10	10-11	11-12
All Students at the School	-27	-4	12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			18
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2009	2010	2011
Statewide	8	7	6
Similar Schools			

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	80	80	4,664,264
	API-G	835	835	788
Black or African American	Students	0	0	313,201
	API-G			710
American Indian or Alaska Native	Students	0	0	31,606
	API-G			742
Asian	Students	1	1	404,670
	API-G			905
Filipino	Students	0	0	124,824
	API-G			869
Hispanic or Latino	Students	42	42	2,425,230
	API-G	785	785	740
Native Hawaiian/ Pacific Islander	Students	0	0	26,563
	API-G			775
White	Students	37	37	1,221,860
	API-G	889	889	853
Two or More Races	Students	0	0	88,428
	API-G			849
Socioeconomically Disadvantaged	Students	62	62	2,779,680
	API-G	816	816	737
English Learners	Students	36	36	1,530,297
	API-G	759	759	716
Students with Disabilities	Students	8	8	530,935
	API-G			607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A