

# Snelling-Merced Falls Elementary School

16099 North Highway 59 • Snelling, CA 95369 • (209) 563-6414 • Grades K-8

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Snelling-Merced Falls Union Elementary School District

16099 North Highway 59  
Snelling, CA 95369-0189  
(209) 563-6414  
www.snelling.k12.ca.us

#### District Governing Board

Sandi Woolstenhulme Scholl

Frank Gasper

Miguel Vasquez

Tyler Bauer

Robert Bauer

#### District Administration

Alison Kahl

**Superintendent**

Terry Gaspar

**Administrative Assistant**

#### **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 82 students in grades TK through eighth during the 2017-2018 school year. The school is located seventeen miles north of Merced on Highway 59 in the town of Snelling. Additional student body demographics are illustrated in the table.

## About the SARC

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	14
Grade 1	5
Grade 2	9
Grade 3	11
Grade 4	11
Grade 5	8
Grade 6	6
Grade 7	5
Grade 8	7
<b>Total Enrollment</b>	<b>76</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	1.3
Asian	0
Filipino	0
Hispanic or Latino	44.7
Native Hawaiian or Pacific Islander	0
White	50
Two or More Races	2.6
Socioeconomically Disadvantaged	76.3
English Learners	32.9
Students with Disabilities	9.2
Foster Youth	0

## 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			
Snelling-Merced Falls Elementary School	15-16	16-17	17-18
With Full Credential	6	6	4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Snelling-Merced Falls Union Elementary School	15-16	16-17	17-18
With Full Credential	♦	♦	4
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Snelling-Merced Falls	15-16	16-17	17-18
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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Snelling-Merced Falls Union Elementary held a public hearing on (enter date) September 8, 2016 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 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 12, 2013	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	McGraw- Hill Wonders (TK-5) Adopted 2016  Amplify (6-8) Adopted 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Mathematics</b>	Harcourt Adopted 2008  McDougal Littell Adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science</b>	Holt, Rinehart & Winston Adopted 2008  MacMillan/McGraw Hill Adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>History-Social Science</b>	Holt Adopted 2007  Houghton Mifflin Adopted 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC units are serviced yearly.
<b>Interior:</b> Interior Surfaces	X			No issues.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Grounds-back - Gophers/holes repaired-recurring issue.
<b>Electrical:</b> Electrical	X			No issues.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	Restrooms are currently being updated/remodeled.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			All fire extinguishers are serviced yearly and/or accordingly. The fire extinguisher needs to be lowered in classroom 4. Paper needs to be removed from around the fire extinguishers
<b>Structural:</b> Structural Damage, Roofs	X			No issues.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Sewer lines to main line need occasional cleanout due to roots. Gopher holes need repaired throughout the year. Playground chips need to be raked and dispersed evenly on a regular basis.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	42	45	42	45	48	48
Math	32	37	32	37	36	37

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	20	20	100.0	90.0
Male	11	11	100.0	90.9
Socioeconomically Disadvantaged	18	18	100.0	88.9

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	--	90	--	90	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

\* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	50	49	98	44.9
Male	33	32	96.97	37.5
Female	17	17	100	58.82
Hispanic or Latino	24	24	100	37.5
White	25	24	96	54.17
Socioeconomically Disadvantaged	36	36	100	44.44
English Learners	18	18	100	27.78
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	50	49	98	36.73
Male	33	32	96.97	31.25
Female	17	17	100	47.06
Hispanic or Latino	24	24	100	33.33
White	25	24	96	41.67
Socioeconomically Disadvantaged	36	36	100	33.33
English Learners	18	18	100	16.67
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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.

## 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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Parents who are interested may become members of the School Site Council which is comprised of parents and school staff members. Meetings are held multiple times a year. The School Site Council helps in the development and implementation of the Local Control Agency Plan (LCAP). All community members are encouraged to attend SSC meetings. Stakeholder meetings will be held in order for input towards the LCAP (Local Control Accountability Plan). ELAC meetings are held twice a year. School Board meetings are also held once a month on the second Thursday of the month at 6:30 P.M. The meetings are open to the public. Twice during the school year every parent meets with their child/ren's 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@snellingschool.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.

### 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.

### School Safety 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.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	2.4
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	2.4
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

## 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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.16
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.15
Resource Specialist	.4
Other	0
Average Number of Students per Staff Member	
Academic Counselor	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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	11	10	7	1	1	2						
1	10	8	5	1	1	1						
2	10	10	9	1	1	1						
3	12	11	11	1	1	1						
4	7	9	11	1	1	1						
5	11	7	8	1	1	1						
6	9	7	6	1	1	1						

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

## Professional Development provided for Teachers

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 Common Core 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.



FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$42,598
Mid-Range Teacher Salary		\$62,232
Highest Teacher Salary		\$80,964
Average Principal Salary (ES)		\$102,366
Average Principal Salary (MS)		\$104,982
Average Principal Salary (HS)		
Superintendent Salary		\$117,868
Percent of District Budget		
Teacher Salaries	21%	32%
Administrative Salaries	2%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

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.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$12,253.33	\$1,356.29	\$10,897.04	\$63,242.00
District	♦	♦	\$10,897.04	\$63,242.00
State	♦	♦	\$6,574	\$61,939
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			65.8	2.1

\* Cells with ♦ do not require data.