

Snelling-Merced Falls Elementary School

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

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2018-19 School Accountability Report Card Published During the 2019-20 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

President

Roger Miller

Vice President

Wendy Auldridge

Clerk

Matt Leo

Member

Jeremy Boland

Member

District Administration

Alison Kahl

Superintendent

Terry Gasper

Administrative Assistant

School Description

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 2018-2019 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 <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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	8
Grade 1	9
Grade 2	9
Grade 3	6
Grade 4	9
Grade 5	10
Grade 6	13
Grade 7	7
Grade 8	7
Total Enrollment	78

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	1.3
Asian	2.6
Hispanic or Latino	34.6
White	57.7
Two or More Races	2.6
Socioeconomically Disadvantaged	73.1
English Learners	23.1
Students with Disabilities	11.5

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 for Snelling-Merced Falls	17-18	18-19	19-20
With Full Credential	4	5	3
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Snelling-Merced Falls	17-18	18-19	19-20
With Full Credential	♦	♦	3
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Snelling-Merced Falls Elementary School

Indicator	17-18	18-19	19-20
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)

Snelling-Merced Falls Union Elementary held a public hearing on (enter date) September 13, 2018 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 2018 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
Reading/Language Arts	McGraw- Hill Wonders (TK-5) Adopted 2016 Study Sync (6-8) Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McGraw Hill Adopted 2018 McGraw Hill- Algebra Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Holt, Rinehart & Winston Adopted 2008 MacMillan/McGraw Hill Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Holt Adopted 2007 Houghton Mifflin Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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 and a speed limit indicator light was added this school year. 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 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC units are serviced yearly.
Interior: Interior Surfaces	Good	No issues.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Grounds-back - Gophers/holes repaired-recurring issue.
Electrical: Electrical	Good	No issues.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No issues.
Safety: Fire Safety, Hazardous Materials	Good	All fire extinguishers are serviced yearly and/or accordingly.
Structural: Structural Damage, Roofs	Good	No issues.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Sewer lines to main line need occasional clean-out due to roots. Gopher holes need repaired throughout the year. We have also been treating the grounds for fire ants.
Overall Rating	Good	Overall, the grounds are in good condition.

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	42	43	42	43	50	50
Math	26	32	26	32	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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	49	46	93.88	43.48
Male	31	31	100.00	38.71
Female	18	15	83.33	53.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	18	18	100.00	44.44
White	27	25	92.59	44.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	40	37	92.50	43.24
English Learners	15	14	93.33	35.71
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.

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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	49	47	95.92	31.91
Male	31	31	100.00	29.03
Female	18	16	88.89	37.50
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	18	18	100.00	33.33
White	27	25	92.59	32.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	40	38	95.00	31.58
English Learners	15	15	100.00	20.00
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 school site

Opportunities for Parental Involvement (School Year 2019-20)

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 4:30 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.1	6.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.1	6.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	7	2			5	2			4	2		
1	5	1			13	1			9	1		
2	9	1			6	1			9	1		
3	11	1			9	1			6	1		
4	11	1			9	1			9	1		
5	8	1			13	1			10	1		
6	6	1			9	1			13	1		
Other**												

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	4	7

The Snelling School Staff has 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 and specific professional development are chosen by teachers. 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,220	\$45,252
Mid-Range Teacher Salary	\$59,421	\$65,210
Highest Teacher Salary	\$72,616	\$84,472
Average Principal Salary (ES)	\$	\$107,614
Average Principal Salary (MS)	\$	\$112,242
Average Principal Salary (HS)	\$	\$
Superintendent Salary	\$42,725	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	22%	31%
Administrative Salaries	3%	7%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,918.75	\$2,095.81	\$11,822.94	\$61,072.48
District	N/A	N/A	\$11,822.94	
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	-13.4
School Site/ State	44.7	-6.1

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

In addition to the general fund state funding, Snelling-Merced Falls School District receives the following categorical, special education and support programs: Rural Education Achievement Program (REAP) 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 <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.