

Louisiana Schnell Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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.

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Louisiana Schnell Elementary School
Street	2871 Schnell School Road
City, State, Zip	Placerville, CA 95667
Phone Number	(530) 622-6244
Principal	Patrick W. Paturel
E-mail Address	ppaturel@pusdk8.us
Web Site	www.pusdk8.us/Schnell
CDS Code	09-61952-6005656

District Contact Information	
District Name	Placerville Union School District
Phone Number	(530) 622-7216
Superintendent	Erik Bonniksen
E-mail Address	ebonniksen@pusdk8.us
Web Site	www.pusdk8.us

School Description and Mission Statement (School Year 2017-18)

Louisiana Schnell School is one of three schools in the Placerville Union School District. Both Schnell and Sierra Schools serve Transitional Kindergarten-5 grade students; Edwin Markham Middle School serves all 6-8th grade students. Our school is named after Miss Louisiana "Pete" Schnell, formerly a teacher and administrator in the district.

Schnell School's mission is:

Students First!

- Preparing all students for future success through quality instruction today.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	89
Grade 1	73
Grade 2	64
Grade 3	75
Grade 4	84
Grade 5	65
Total Enrollment	450

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	1.3
Asian	0.2
Filipino	0.2
Hispanic or Latino	35.6
Native Hawaiian or Pacific Islander	0.4
White	54.9
Two or More Races	6
Socioeconomically Disadvantaged	65.1
English Learners	22.9
Students with Disabilities	11.3
Foster Youth	1.8

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	21	21	21	64
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: March 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Mcgraw Hill- grades K and 1 (2017); Benchmark Advance - grades 2-5 (2017)	Yes	0
Mathematics	Mcgraw Hill (2014)	Yes	0
Science	Harcourt Science (2000).	Yes	0
History-Social Science	Harcourt Brace, grades K-3 (2006), Scott-Foresman, grades 4-5 (2006).	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

As a result of the most recently completed school site inspection, our facilities were found to be in exemplary repair status.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September, 2017				
Overall Rating	Exemplary	Good	Fair	Poor
		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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	38	40	55	56	48	48
Mathematics (grades 3-8 and 11)	33	26	44	41	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	223	217	97.31	39.63
Male	116	113	97.41	30.97
Female	107	104	97.2	49.04
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	77	74	96.1	28.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	122	121	99.18	47.93
Two or More Races	16	14	87.5	21.43
Socioeconomically Disadvantaged	139	134	96.4	31.34
English Learners	50	47	94	19.15
Students with Disabilities	30	29	96.67	10.34
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	224	218	97.32	26.15
Male	117	114	97.44	25.44
Female	107	104	97.2	26.92
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	77	75	97.4	16
Native Hawaiian or Pacific Islander	--	--	--	--
White	123	121	98.37	33.88
Two or More Races	16	14	87.5	14.29
Socioeconomically Disadvantaged	140	135	96.43	18.52
English Learners	50	48	96	6.25
Students with Disabilities	30	29	96.67	0
Foster Youth	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	79	72	77	75	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.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25	18.8	10.9

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.

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)

There are many opportunities for parents and the community to be involved with Schnell School. The Parent Teacher Club is active on the school campus. The PTC meets monthly on the first Thursday of every month. The PTC sponsors many activities and fundraisers for the students and school. Each classroom has two garden parents that work with small classroom groups in the award winning school garden. Parents work in the classrooms as parent helpers. Many parents enjoy meeting on our campus before and after school to socialize and to watch their children interact and play on our park like school campus. Schnell School also has a part time Parent Liaison who conducts outreach to parents, provides support to parents and apprises parents about opportunities for parent involvement.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.3	2.8	1.4	3.0	3.0	2.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The school site safety plan is updated on an annual basis. The staff reads, reviews and is trained on the school safety plan each year before the school year begins. The El Dorado County Fire protection district completes an annual audit of our school safety plan, and works with the school to have a complete and comprehensive plan. We practice lockdowns, fire drills and bus evaluation drills throughout the school year. Our School Site Council and annual parent survey asks questions and seeks input from staff and families about school safety; we use this information to help provide a safer campus.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2012-2013
Year in Program Improvement*	Year 1	Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	3		21	1	3		22	1	3	
1	21	1	2		21	1	2		24		3	
2	21	1	4		23		3		21	1	2	
3	23		3		23		4		25		3	
4	30		2		32		2		28		3	
5	32		2		27		2		33		1	1

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	50
Counselor (Social/Behavioral or Career Development)	.18	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.75	N/A
Psychologist	0.33	N/A
Social Worker	N/A	N/A
Nurse	0.08	N/A
Speech/Language/Hearing Specialist	N/A	N/A
Resource Specialist	N/A	N/A
Other		N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,237	\$1,590	\$7,647	\$66,206
District	N/A	N/A	\$7,262	\$65,145
Percent Difference: School Site and District	N/A	N/A	5.2	1.6
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	15.1	-11.4

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

Types of Services Funded (Fiscal Year 2016-17)

Schnell School is a Schoolwide Title I Program (SWP) school as well as a School Based Coordinated Program (SBCP) school. Students are offered and provided intervention and support services depending on need and not necessarily on labels. Programs offered include Title I, Special Education, Gifted and Talented Education (G.A.T.E.), English Learner (EL) and ASES (After School Education and Safety). Program services are delivered through a variety of ways including push-in, pull-out, 1:1 and small group intervention. In addition, there is a before school intervention program available to support our students. The school library is open before and afterschool. Eligible students participate in the National School Lunch Program. After school enrichment programs exist for students to engage in enriching activities.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,268	\$47,034
Mid-Range Teacher Salary	\$58,101	\$73,126
Highest Teacher Salary	\$78,895	\$91,838
Average Principal Salary (Elementary)	\$106,395	\$116,119
Average Principal Salary (Middle)	\$103,308	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$121,496	\$178,388
Percent of Budget for Teacher Salaries	37%	37%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

The teachers develop goals each and every year based on student testing results and board goals. The district calendar has Early Release scheduled every Monday. The Early Release days are used for teacher and staff professional development. We use data driven results to base decisions to decide future staff development needs. Teachers attend workshops and attend conferences to improve classroom instruction. Grade level teams share information and work together to provide improved instruction. The Placerville School District employs Grade Level Technology Teacher Coaches who are of great assistance to teachers with classroom technology coaching, staff development and research of technology embedded instruction. Also, teachers are receiving ongoing training in Project G.L.A.D. (Guided Language Acquisition Design) strategies which provides professional development in the areas of language acquisition and literacy.