

**Louisiana Schnell Elementary School**  
**School Accountability Report Card**  
**Reported Using Data from the 2013-14 School Year**  
**Published During 2014-15**

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

**About This School**

**Contact Information (Most Recent Year)**

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

District Contact Information	
<b>District Name</b>	Placerville Union School District
<b>Phone Number</b>	(530) 622-7216
<b>Superintendent</b>	Erik Bonniksen
<b>E-mail Address</b>	ebonniksen@pusdk8.org
<b>Web Site</b>	<a href="http://www.pusdk8.us">www.pusdk8.us</a>

## School Description and Mission Statement (Most Recent Year)

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 2013-14)

Grade Level	Number of Students
Kindergarten	84
Grade 1	105
Grade 2	66
Grade 3	59
Grade 4	62
Grade 5	50
Total Enrollment	426

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.5
Asian	0.7
Filipino	0.2
Hispanic or Latino	28.2
Native Hawaiian or Pacific Islander	0.0
White	63.6
Two or More Races	6.1
Socioeconomically Disadvantaged	63.4
English Learners	17.8
Students with Disabilities	10.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	19.75	22	22	63
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	2012-13	2013-14	2014-15
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	0.00	0.00

Note: 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 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: January 2012

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin (2002).	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.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

**Overall Facility Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[ ]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	68	58	76	74	66	74	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	74
All Student at the School	76
Male	68
Female	81
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	62
Native Hawaiian or Pacific Islander	
White	80
Two or More Races	
Socioeconomically Disadvantaged	73
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

### Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	60	59	54	64	66	63	54	56	55
Mathematics	67	72	67	65	71	65	49	50	50
History-Social Science				53	66	64	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	7	7	
Similar Schools	7	7	

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-9	2	
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-3	22	
Native Hawaiian/Pacific Islander			
White	-7	0	
Two or More Races			
Socioeconomically Disadvantaged	-16	27	
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.0	18.0	46.0

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 Parental Involvement State Priority (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 (Most Recent Year)

There are many opportunities for parents and the community to be involved with Schnell School. The Parent Teacher Club is very active on the school campus. The PTC meets monthly on the first Tuesday 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.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	4.7	3.8	3.4	5.6	3.1	3.1	5.7	5.1	4.4
<b>Expulsions</b>	0.0	0.0	0.2	0.0	0.1	0.2	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

#### School Safety Plan (Most Recent Year)

The school safety plan is update 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 through out the school year. Our 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.

#### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
<b>Made AYP Overall</b>		
<b>Met Participation Rate: English-Language Arts</b>		
<b>Met Participation Rate: Mathematics</b>		
<b>Met Percent Proficient: English-Language Arts</b>		
<b>Met Percent Proficient: Mathematics</b>		

**Federal Intervention Program (School Year 2014-15)**

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	---	2
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2011-12				2012-13				2013-14			
	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	23.8	1	3	0	25		5		21	1	3	
1	21.7	3	0	0	24		3		20	4	1	
2	20.8	3	1	0	19	3			21		3	
3	20.5	2	0	0	21	1	2		20	2	1	
4	30.5	0	2	0	27		2		30		2	
5	26	0	3	0	33			2	25		2	
Other												

Note: 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 2013-14)**

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

Note: Cells with "----" 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 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,606	\$2,018	\$5,588	\$62,880
District	---	---	\$5,554	\$69,848
Percent Difference: School Site and District	---	---	0.6	-10.0
State	---	---	\$4,690	\$67,289
Percent Difference: School Site and State	---	---	19.1	-6.6

Note: Cells with "----" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

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.

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,409	\$41,535
Mid-Range Teacher Salary	\$52,918	\$64,101
Highest Teacher Salary	\$71,858	\$82,044
Average Principal Salary (Elementary)	\$96,119	\$104,336
Average Principal Salary (Middle)	\$85,936	\$107,911
Average Principal Salary (High)	\$0	\$102,488
Superintendent Salary	\$110,816	\$155,309
Percent of Budget for Teacher Salaries	40	41
Percent of Budget for Administrative Salaries	6	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**

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. While emphasizing student achievement in core academic content areas, we are transitioning to implementation of the new Common Core Standards. The District employs a Common Core Teacher Coach who is of great assistance to all schools with classroom coaching, staff development and research of the Common Core Standards. In addition, Schnell school has a designated "Common Core Teacher Expert" who also guides our transition to the Common Core Standards. 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.