

Louisiana Schnell Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Louisiana Schnell Elementary School
Street	2871 Schnell School Rd.
City, State, Zip	Placerville, CA 95667
Phone Number	(530) 622-6244
Principal	Kyle Harrison
Email Address	kharrison@pusdk8.us
Website	www.pusdk8.us/Schnell
County-District-School (CDS) Code	09-61952-6005656

Entity	Contact Information
District Name	Placerville Union School District
Phone Number	(530) 622-7216
Superintendent	Eric Bonniksen
Email Address	ebonniksen@pusdk8.us
Website	www.pusdk8.us

School Description and Mission Statement (School Year 2019-20)

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 has a wide variety of programs designed to meet the unique needs of students. Now in its first year, Schnell School is the host site for the Spanish-English Dual Immersion Language Program for the Placerville Union School District. This program seeks to create bi-literate (read, write, speak, and think) students using a 90/10 language model. The program will be K-5 at it's maturity. Currently the program serves a kindergarten class and will grow each year as students progress. Schnell is also fortunate to be an AVID Elementary School. AVID (Advancement Via Individual Determination) is a program designed to create the academic rigor and campus climate necessary for students, who may not otherwise consider college as an option, to be successful in college, career, and beyond. Social-Emotional learning is an important aspect off a child's elementary school experience. At Schnell we employ a full time School Counselor and utilize the Second Step program to ensure that students have opportunities to grow in this area.

Schnell School's mission is:

Students First! - Preparing all students for future success through quality instruction today. We believe firmly that we have a tremendous and important work in preparing our students to be successful now and in their futures. We employ several systems to aide in helping students to be successful. All students have access to quality instruction from a highly qualified and credentialed teacher as well as ongoing and fluid differentiation and intervention to meet the needs of students.

Schnell School is in it's 2nd year of AVID Elementary implementation (Advancement Via Individual Determination). Teachers receive robust and ongoing professional development from certified AVID trainers to ensure that our program is great for students. AVID seeks to provide structures for students that ensure every child can be college and career ready. This year we have three main goals in our AVID program: create a college going climate and culture, creating opportunities in classrooms for conversations that yield higher level thinking, and a school-wide emphasis on Growth Mindset.

Schnell School is in its first year of Spanish-English Dual Immersion Language Program. Starting this year in Kindergarten we have one class in the program. Each year we will add a class at the next grade level until we have one class per grade level in Kindergarten through 5th grade. Schnell is using a 90%/10% language model for instruction. Dual Immersion programs are research-based programs which show great results for all students.

Teachers at Schnell School collaborate weekly through Early Release Monday Collaboration time. This time is a valuable way for teams of teachers to examine standards, learning targets, assessments and intervention/enrichment for students. Teacher grade level teams are a significant part of our school climate. We as a school know that teams of teachers are far more effective in raising student achievement that teachers who work in isolation.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	86
Grade 1	67
Grade 2	68
Grade 3	74
Grade 4	60
Grade 5	69
Total Enrollment	424

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	1.2
Asian	0.2
Filipino	0.2
Hispanic or Latino	35.1
White	53.8
Two or More Races	8.7
Socioeconomically Disadvantaged	71.2
English Learners	19.3
Students with Disabilities	8.3
Foster Youth	0.5
Homeless	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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	21	20	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	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: October 2019

Math, reading, social studies, and science texts are standards based and state approved. Textbooks are replaced in accordance with the State Department adoption schedule, with a portion of the school budget set aside for those purchases each year. All instructional materials and texts are inspected annually and throughout the year to assure that all students have good quality texts. The ratio is one textbook per subject area per student for grades TK-5.

Fifth grade students have an opportunity to explore musical interests by participating in a beginning band program taught by our district music/band teacher. All students participate in a physical education program taught by a credentialed physical education teacher.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 good repair status.

Schnell is very proud to have a well maintained and aesthetically pleasing school campus. The campus boasts a large amount of grass, trees, and natural elements which make it enjoyable for all who enter. Our physical school buildings are in very good repair and maintained at the time that issues may arise.

Schnell continues to seek ways to improve parking lot lighting for staff and guests. Placerville can be quite warm during the late summer months and our school continues to seek ways to provide shade on and over playground areas. Parking is adequate at our campus but could be expanded through additional paving to create a staff parking area which would free up many parking stalls for guests.

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

Year and month of the most recent FIT report: September, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	49	49	58	57	50	50
Mathematics (grades 3-8 and 11)	25	37	42	45	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.

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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	201	196	97.51	2.49	49.49
Male	111	107	96.40	3.60	47.66
Female	90	89	98.89	1.11	51.69
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	65	95.59	4.41	40.00
Native Hawaiian or Pacific Islander					
White	110	110	100.00	0.00	56.36

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	18	17	94.44	5.56	47.06
Socioeconomically Disadvantaged	144	140	97.22	2.78	40.71
English Learners	55	52	94.55	5.45	34.62
Students with Disabilities	27	27	100.00	0.00	29.63
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	202	198	98.02	1.98	37.37
Male	112	109	97.32	2.68	37.61
Female	90	89	98.89	1.11	37.08
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	68	67	98.53	1.47	28.36
Native Hawaiian or Pacific Islander					
White	111	110	99.10	0.90	44.55
Two or More Races	18	17	94.44	5.56	29.41
Socioeconomically Disadvantaged	145	142	97.93	2.07	30.28
English Learners	55	54	98.18	1.82	27.78
Students with Disabilities	27	27	100.00	0.00	18.52
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.2	19.7	13.6

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.

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)

There are frequent and ongoing opportunities for parents and the community to be involved with Schnell School. Our School welcomes parents to be involved on and off of our campus in a variety of ways. 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 garden parents that work with small classroom groups in the award winning school garden. Additionally, we welcome parents to 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. Parents of English Learners serve on our Schnell English Learner Advisory Committee (ELAC). In addition, parents serve on the District Health Education Advisory Committee (HEAC), Superintendent's Parent Advisory Council as well as the District English Learner Advisory Committee (DELAC). 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.4	2.1	2.5	2.1	2.9	3.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The school site safety plan is updated on an annual basis with the input from staff, parents, and School Site Council. The staff 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 lock-down drills, 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; this information is vital in providing ideas which have led to safe campus for students, staff, parents and guests.

Schnell prides itself on creating a climate for learning that promotes a safe, orderly, and positive feel on our campus. Parents indicate that they are highly pleased with the safety procedures on our campus. Parents also indicate that the campus is free of crime, vandalism and has a safe appearance. The custodial and maintenance workers are constantly looking for improvements and repairs that will make our campus a place that students, staff, parents and guests feel safe.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	1	3		20	2	2		22	1	3	
1	24		3		23		3		22		3	
2	21	1	2		24		3		23		3	
3	25		3		23		3		25		3	
4	28		3		30		2		25		2	
5	33		1	1	30		3		27		3	
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.

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

Title	Ratio
Academic Counselors*	424.0

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.4

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,096	\$2,256	\$7,840	\$66,425
District	N/A	N/A	\$8,001	\$66,339.00
Percent Difference - School Site and District	N/A	N/A	-2.0	0.1

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	4.3	-15.5

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 (Fiscal Year 2018-19)

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 RTI, 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. The school library is open before and after school as well as during recess for students to come as they please. Classrooms also visit the library weekly in a structured setting with their class. A wide variety of after school enrichment programs exist for students to engage in enriching activities.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,999	\$49,378
Mid-Range Teacher Salary	\$60,425	\$77,190
Highest Teacher Salary	\$83,692	\$96,607
Average Principal Salary (Elementary)	\$114,972	\$122,074
Average Principal Salary (Middle)	\$115,403	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$149,232	\$189,346
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4

The teachers develop goals each and every year based on student testing results, Parent Survey results, California Healthy Kids Survey (CHKS) and Governing Board goals. The district calendar has Early Release scheduled every Monday. The Early Release days are used for teacher and staff professional development as well as team planning. 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 Teacher Leaders who are of great assistance to teachers with classroom coaching and staff development. 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.