Snelling-Merced Falls Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 and access to prior year reports, 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 the 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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Snelling-Merced Falls Elementary School
Street	16099 North Highway 59
City, State, Zip	Snelling, CA 95369
Phone Number	(209) 563-6414
Principal	Alison Kahl
Email Address	akahl@snellingschool.org
School Website	http://www.snelling.k12.ca.us/
Grade Span	K-8
County-District-School (CDS) Code	24-65839-6025795

2025-26 District Contact Information

District Name	Snelling-Merced Falls Elementary School District
Phone Number	(209) 563-6414
Superintendent	Alison Kahl
Email Address	akahl@snellingschool.org
District Website	www.snelling.k12.ca.us

2025-26 School Description and Mission Statement

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 56 students in grades TK through eighth during the 2024-2025 school year. The school is located seventeen miles north of Merced on Highway 59 in the town of

2025-26 School Description and Mission Statement

Snelling. Additional student body demographics are illustrated in the table.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	8
Grade 1	5
Grade 2	5
Grade 3	9
Grade 4	2
Grade 5	6
Grade 6	6
Grade 7	10
Grade 8	4
Total Enrollment	55

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
Hispanic or Latino	52.7
Two or More Races	1.8
White	41.8
English Learners	29.1
Socioeconomically Disadvantaged	85.5
Students with Disabilities	7.3

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.9	100	4.9	100	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0	0	0	0	15831.9	5.67
Total Teaching Positions	4.9	100	4.9	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.9	79.96	3.9	79.96	231142.4	83.24
Intern Credential Holders Properly Assigned	1	20.04	1	20.04	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	4.9	100	4.9	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.9	79.96	3.9	79.96	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	1	20.04	1	20.04	13705.8	4.91
Total Teaching Positions	4.9	100	4.9	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Snelling-Merced Falls Union Elementary held a public hearing on (enter date) September 11, 2025 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 2025-2026 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	August 31, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw- Hill Wonders (TK-5) Adopted 2016 Study Sync (6-8) Adopted 2018	0.0%
Mathematics	McGraw Hill Adopted 2018 McGraw Hill- Algebra Adopted 2018	0.0%
Science	Discovery Education Adopted 2021	0.0%
History-Social Science	Holt Adopted 2007 Houghton Mifflin Adopted 2007	0.0%

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

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	August 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC units are serviced yearly.
Interior: Interior Surfaces	X			Carpets in all the other rooms were cleaned/shampooed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Grounds-back - Gophers/holes repaired-recurring issue. Fire ants were treated out in the field.
Electrical	X			No issues.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No issues.
Safety: Fire Safety, Hazardous Materials	X			All fire extinguishers are serviced yearly and/or accordingly.
Structural: Structural Damage, Roofs	X			Ceiling tiles and light bulbs need replaced throughout the school year.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			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. Trees lining the playground were trimmed or removed for safety purposes.

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	49	49	49	49	47	48
Mathematics (grades 3-8 and 11)	29	31	29	31	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	39	39	100.00	0.00	48.72
Female	18	18	100.00	0.00	61.11
Male	21	21	100.00	0.00	38.10
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	21	21	100.00	0.00	47.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	43.75
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	33	100.00	0.00	42.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	39	39	100.00	0.00	30.77
Female	18	18	100.00	0.00	44.44
Male	21	21	100.00	0.00	19.05
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	21	21	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	31.25
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	33	100.00	0.00	30.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	27.27	--	27.27	--	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	11	10	90.91	9.09	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	-	-	-	-	-
Grade 7	-	-	-	-	-

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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'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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	70	65	13	20.0
Female	34	32	5	15.6
Male	36	33	8	24.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	34	9	26.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	33	28	4	14.3
English Learners	19	18	4	22.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	60	55	10	18.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.17	4.76	1.43	3.17	4.76	1.43	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.59	0	0	1.59	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.43	0.00
Female	0.00	0.00
Male	2.78	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.03	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The Comprehensive School Safety Plan was updates and adopted in the 2024-2025 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. It will be board approved prior to March of each school year.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	4	2	0	0
1	9	1	0	0
2	3	1	0	0
3	4	1	0	0
4	6	1	0	0
5	8	1	0	0
6	6	1	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	1	0	0
1	5	1	0	0
2	8	1	0	0
3	3	1	0	0
4	6	1	0	0
5	5	1	0	0
6	9	1	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	1		
1	5	1		
2	5	1		
3	9	1		
4	2	1		
5	6	1		
6	6	1		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	.20
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	.20
Other	.80

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,307.03	$2,698.22	$10,608.81	$61,072.48
District	N/A	N/A	$10,608.81	$59,293
Percent Difference - School Site and District	N/A	N/A	0.0	7.4
State	N/A	N/A	$11,146	$85,291
Percent Difference - School Site and State	N/A	N/A	-1.5	-26.1

Fiscal Year 2024-25 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; After School Program: Instructional Materials.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$43,616	$55,248
Mid-Range Teacher Salary	$63,623	$80,746
Highest Teacher Salary	$80,083	$109,655
Average Principal Salary (Elementary)		$133,828
Average Principal Salary (Middle)		$142,253
Average Principal Salary (High)		
Superintendent Salary	$49,011	$155,954
Percent of Budget for Teacher Salaries	28.16%	25.26%
Percent of Budget for Administrative Salaries	2.37%	6.12%

Professional Development

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. In-person professional development has been difficult to acquire. Most staff feel that in-person learning is most effective and the administration supports in-person learning as well.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	1	2	2