

Loomis Union School District



Placer Elementary School

2011-12 School Accountability Report Card

Serving Grades Jr. Kindergarten through Eighth

8650 Horseshoe Bar Rd.
Loomis, CA 95650
Ph: (916) 652-1830

www.loomis-usd.k12.ca.us

Administration

Carolyn Cowles,
Principal

Gordon T. Medd,
Superintendent

School Board

Jim Foster,
Area 1 : Citrus Colony

Kurt Turner,
Area 2 : Loomis

Jeanne Duvall,
Area 3 : Rock Springs

Mike Edwards,
Area 4 : Placer

Ann Baker,
Area 5 : Franklin

Principal's Message

Placer Elementary School has a rich and unique history in Loomis. It was opened in 1894 and now enrolls children from junior kindergarten through the eighth grade. Many of our childrens' parents are former Placer Elementary School students. A strong bond and shared sense of commitment exists between the school and the surrounding community.

Our school is committed to the success of all children. Our staff members work side-by-side with community members to educate the whole child. We want our children to become lifelong learners who strive for excellence in all that they do. Our primary focus is to connect with your child.

Our motto is: "Excellence in Teaching and Learning"

Welcome to our school!

Fondly,
Carolyn Cowles, Principal

School Mission Statement

Placer School is a dynamic community. We respect others and take personal responsibility. We achieve our optimal creative and academic potential. Placer students will change the world.

District & School Profile

The Loomis Union School District is located in the City of Loomis a quaint, family-oriented community. Established in 1850 and incorporated in 1984, Loomis retains its rural character and charm with its large residential lots and custom homes, an old-fashioned downtown, and woodlands with natural streams and rolling hillsides. Loomis is located about 25 miles northeast of Sacramento and is only ten minutes from Folsom Lake and a little over an hour away from either Lake Tahoe or the San Francisco Bay.

Loomis Union School District is comprised of six elementary schools and a charter school, serving students in kindergarten through eighth grade. The staff at Placer Elementary is a very caring and highly committed staff that works well as a collaborative team. They have, in collaboration with parents, established a safe, positive climate, and supportive child-centered learning environment for all students. At the beginning of the 2011-12 school year, 434 students were enrolled at Placer Elementary School. Student demographics are shown in the table.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	0.7%
American Indian	0.9%
Asian	1.2%
Filipino	0.2%
Hispanic or Latino	6.2%
Pacific Islander	-
White	88.7%
Two or More	1.2%
None Reported	0.9%

Discipline & Climate for Learning

Students at Placer Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The school's discipline plan is designed to encourage and reinforce positive student behavior. Parents and students are informed of school rules and policies through the school handbook. School to home communication occurs weekly through teacher newsletters, email, websites, homework hotlines, school newsletters, and Parent Teacher Club newsletters.

Placer staff uses 'Setting Limits' strategies to guide students toward positive behavior choices.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	14	19	11	91	102	67
Suspension Rate	3.1%	4.2%	2.5%	3.6%	4.0%	2.1%
Expulsions	0	0	0	6	1	1
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.0%	0.1%

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Enrichment activities for grades 6th, 7th and 8th include classes such as: robotics, photojournalism, and yearbook.

Extracurricular activities, clubs, and programs available at Placer Elementary include:

- Track
- Cross-Country
- Wrestling
- Volleyball
- Basketball
- Golf
- Drama
- Jazz Band
- Choir
- Beginning Band
- Strings Program (after school)
- Homework Club (after school)
- CJSF
- Music & Singing
- Star Nova Classes

Student Recognition

The school recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for achievements in citizenship, behavior, attendance, and academics. Students in grades 6-8 who have maintained their citizenship points are recognized each trimester with prizes and rewards through the Placer PRIDE Program. Perfect attendance is rewarded each trimester. Good behavior is rewarded with teacher incentives and rewards.

An Honor Roll Luncheon is held during the first and second trimester for students in grades 4-8. A Student-of-the-Week is recognized in the lower grades and minor-of-the-week is recognized in 8th. Also, an end of the year Awards Ceremony is held for students who maintained straight A's throughout the year. In addition to the prizes and rewards students receive for their achievements, students are recognized in the Loomis newspaper, in the PTC monthly newsletter, and on the school's website.

Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. More importantly, attendance is critical to academic achievement, and regular attendance is a priority at the school. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Parents are informed of absences through phone calls from the office staff and principal letters home when needed. Students are referred to the Placer County School Attendance Review Board (SARB) when they have persistent attendance or behavior problems in school, and when normal avenues of classroom, school, and district counseling have proven ineffective.

Enrollment Trend by Grade Level

	2009-10	2010-11	2011-12
K	42	40	52
1st	37	40	33
2nd	40	37	45
3rd	42	49	46
4th	51	49	48
5th	48	56	50
6th	58	49	64
7th	63	61	42
8th	64	68	54

Class Size

The table indicates the average class size, as well as the number of classes offered in reference to their enrollments.

Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	10	11	12	10	11	12	10	11	12	10	11	12
By Grade Level												
K	-	20	26	-	2	-	-	-	2	-	-	-
1	-	20	16	-	2	2	-	-	-	-	-	-
2	-	19	21	-	2	-	-	-	2	-	-	-
3	-	24	21	-	-	-	-	2	2	-	-	-
4	-	24	24	-	-	-	-	2	2	-	-	-
5	-	19	24	-	1	-	-	2	2	-	-	-
6	-	24	29	-	-	-	-	2	2	-	-	-
7	-	28	20	-	-	1	-	2	1	-	-	-
8	-	32	29	-	-	-	-	2	2	-	-	-
By Subject Area												
English	-	30	-	-	-	-	-	4	-	-	-	-
Math	-	30	-	-	-	-	-	8	-	-	-	-
Science	-	31	-	-	-	-	-	3	-	-	1	-
Social Science	-	25	-	-	1	-	-	3	-	-	1	-

Curriculum Development

All curriculum development in the Loomis Union School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly to align with state standards, district goals, and the statewide assessment program.

Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Teachers also meet regularly to target instruction. The Curriculum Committee reviews the State Standards and Frameworks, establishes benchmarks and expectations in specific subject areas, develops proficiency tests, analyzes test results, and selects textbooks and supplementary teaching materials based on the state standards.

Instructional Materials (School Year 2012-13)

The school district held a public hearing on August 9, 2012 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 October 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2002	Yes	0.0%
6th-8th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
6th-8th	History/Social Science	Holt	2006	Yes	0.0%
K-5	History/Social Science	Scott Foresman	2006	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2007	Yes	0.0%
K-5	Mathematics	Saxon	2007	Yes	0.0%
K-5	Science	Delta Education: Foss	2007	Yes	0.0%
6th-8th	Science	Glencoe	2007	Yes	0.0%

Library Information

The school's library, staffed by a four-hour Librarian, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library weekly with their classes and can access the library before school, and during lunch. Two computer workstations within the library are connected to the Internet so students are able to access resources and information online. During the 2011-12 school year, Placer Elementary will be participating in the "All For Books" program which raises funds for the school's library and other programs and hosting two book fairs.

Computer Resources

All classrooms are connected to the Internet and have between three and 5-10 computers, depending on grade level. The school also has a new computer lab as of the 12-13 school year, that contains 35 computers and is staffed by teachers. Students are trained on the following software programs: Microsoft Office Suite, Reading Counts, Type To Learn, Rosetta Stone, Larson's Math, and Read Naturally.

Additional Internet Access & Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Loomis and Penryn branches of the Placer County Public Library, which contain numerous computer workstations. Please visit www.placer.ca.gov/departments/library.aspx for more information.

Counseling & Support Staff (School Year 2011-12)

It is a goal of Placer Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. *The counselor-to-pupil ratio is 1:434.* The table lists the support service personnel available at Placer Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	As Needed
Librarian	1	0.5
Nurse	1	0.3
PE Teacher	1	0.5
Psychologist	1	As Needed
Psychology Interns	1	As Needed
Resource Specialist Program (RSP) Teacher	2	2.0
Resource Teacher	2	2.0
RSP Aide	2	2.0
RSP/SDC Teacher	1	1.0
SDC Aide	3	2.6
Speech/Language Specialist	1	As Needed

Placer Elementary provides additional services for students with special needs, as identified by an Individualized Education Plan (IEP). A Resource Specialist Program (RSP) Teacher works with students in class and on a pull-out basis. A Special Day Class (SDC) Teacher works with students in class and on a pull-out basis. Students are mainstreamed whenever possible.

English Language Learner (EL) students are provided daily English Language Development (ELD) instruction. Students also work with the District EL Coordinator on a pull-out basis.

The school also offers a Gifted and Talented Education (GATE) program to students who qualify. GATE students receive differentiated instruction within the classroom and may participate in after-school activities.

Homework Club is available for identified students and for any students who need additional help.

Parent Involvement

Parents and the community are very supportive of the educational program at Placer Elementary. Parents are very active at the school site, participating in the Parent-Teacher Club (PTC) and serving as volunteers in the classroom. Each parent is requested to participate three hours per year. The PTC is a very important part of the school community. It creates community activities, raises money for the school, and helps communicate to the entire parent population. It provided support for the library, art docent program, Reaching Counts Program and is funding new technology as well as financed the new computer lab. The PTC also sponsors numerous family fun nights. For more information on the PTC, please contact the school at 916-652-1830 or our website placertpc.org.

Contact Information

Parents and community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at 916-652-1830 or visit the school's website, placer.loomis-usd.k12.ca.us.

Student Achievement & Testing

A comprehensive assessment and accountability plan has been developed to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing & Reporting) Program, the district's performance assessments, and classroom tests are utilized to determine whether each student is performing below, at, or above grade-level standards. The district administers criterion-referenced, state standards-based tests every six to eight weeks in writing and math. In addition, the district uses trimester benchmark assessments in core subjects at all grade levels to provide an additional tool for measuring student performance.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	76	79	81	78	78	80	52	54	56
Mathematics	77	75	80	77	78	77	48	50	51
Science	74	77	81	83	84	84	54	57	60
History/Social Science	58	72	64	60	68	74	44	48	49

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	80	77	84	74
School	81	80	81	64
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	58	55	*	*
Pacific Islander	*	*	*	*
White	83	82	82	65
Males	81	79	91	68
Females	82	80	74	61
Socioeconomically Disadvantaged	79	76	*	*
English Learners	*	*	*	*
Students with Disabilities	72	55	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Adequate Yearly Progress (School Year 2011-12)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/Language Arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
Program Improvement (PI) Status	School	District
Not in PI	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2012-13)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the current Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	9	9	9
Similar Schools	5	7	9
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	14	5	13
White			
Actual API Change	17	2	11

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	333	907	1,991	906	4,664,264	788
Hispanic or Latino	20	815	156	887	2,425,230	740
White	295	910	1,672	906	1,221,860	853
Socioeconomically Disadvantaged	36	899	311	875	2,779,680	737
Students with Disabilities	50	787	160	748	530,935	607

Physical Fitness (School Year 2011-12)

In the spring of each year, the school is required by the state to administer a physical fitness test to students. The Physical Fitness Test measures each student's ability to perform fitness tasks in six fitness areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.3%	39.6%	41.7%
7	15.0%	35.0%	40.0%

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offered three staff development days annually during the last three years where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

Teacher Assignment

Loomis Union School District recruits and employs the most qualified credentialed teachers.

Teacher Credential Status				
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	21	24	26	144
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. 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.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies				
	10-11	11-12	12-13	
Misassignments of Teachers of English Learners	0	0	0	
Misassignments of Teachers (other)	0	0	0	
Total Misassignments of Teachers	0	0	0	
Vacant Teacher Positions	0	0	0	

Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	100.0%	0.0%

Safe School Plan

The safety of students and staff is a primary concern at Placer Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in fall 2011 by the School Safety Committee and reviewed with staff at the start of the school year. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held three times a year. The school added security cameras for student safety and asset protection.

Students are supervised before and after school and during recess by staff. Noon Duty Supervisors monitor students during lunch recess. All visitors must sign in at the school office and sign out upon leaving. The designated drop off and pick up area for students is at the front of the school.

School Facilities

Placer Elementary originally opened its doors to students in 1894. The current campus was constructed in the late 1950's and early 1960's and is comprised of 19 classrooms, five portable classrooms, a library/media center, a gym/multipurpose room, a staff/work room, a computer lab, and various outdoor fields, play areas, and play equipment. Recent renovations to the school include installing new HVAC and energy efficient lighting in all classrooms. School facilities are all up-to-date, clean, safe, and provide adequate space for students and staff.

The table displays the results of the most recent school facilities inspection provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 04/24/2012				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner.

A work order process is used to ensure efficient service and highest priority are given to emergency repairs. At the time of publication 100% of the school's restrooms were in good working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2012-13 school year the district did not budget for the deferred maintenance program.

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts having 1,000 to 4,999 average daily attendance throughout the state. The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2010-11 financial statements, which is the most recent data available from the State of California).

Average Teacher Salaries	
School & District	
School	\$58,172
District	\$57,072
Percentage of Variation	1.92%
School & State	
All Elementary School Districts	\$65,598
Percentage of Variation	-11.33%

Teacher & Administrative Salaries as a Percentage of Total Budget (Fiscal Year 2010-11)

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at www.ed-data.k12.ca.us.

Average Salary Information Teachers - Principal - Superintendent 2010-11		
	District	State
Beginning Teachers	\$35,628	\$40,962
Mid-Range Teachers	\$53,538	\$63,212
Highest Teachers	\$73,089	\$80,545
Elementary School Principals	\$88,332	\$102,057
Middle School Principals	-	\$106,108
High School Principals	-	\$110,838
Superintendent	\$134,936	\$152,557
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.9%	40.7%
Administrative Salaries	5.7%	6.1%

District Expenditures & Services Funded (Fiscal Year 2010-11)

Loomis Union School District spent an average of \$6,388 to educate each student (based on 2010-11 audited financial statements). The figures shown in the expenditures per pupil table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. This calculation is required by law annually and compared with other districts statewide.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,736
From Supplemental/Restricted Sources	\$661
From Basic/Unrestricted Sources	\$4,075
District	
From Basic/Unrestricted Sources	\$5,230
Percentage of Variation between School & District	-22.08%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-25.30%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2011-12)

In addition to general state funding, the district receives state and federal funding for the following categorical, special education, and support programs:

- TUPE
- Economic Impact Aid
- Title VI
- SDFSC

Data Sources

Data within the SARC was provided by the school district, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.