

# Loomis Union School District



## Ophir Elementary School

### 2009-10 School Accountability Report Card

***Serving Grades  
Kindergarten through  
Eighth***

1373 Lozanos Road  
Newcastle, CA 95658  
Ph: (530) 885-3495

[www.loomis-usd.k12.ca.us](http://www.loomis-usd.k12.ca.us)

#### **Administration**

**Mary Zaun,**  
*Principal*

**Paul Johnson,**  
*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*

#### **Mission Statement**

Cultivating a love of learning is the prime commitment of Ophir Elementary School. We accomplish this by:

- Working as partners in education to foster a safe, caring school community.
- Addressing individual needs to promote success with expectations of academic excellence.
- Developing confident students who are active, responsible contributors to society.

#### **School Profile**

Ophir elementary School opened in 1856 as a single school district. The school continues to maintain the Ophir community traditions dating back to the Gold Rush era. Placer County Office of Education's Deaf and Hard of Hearing program is located on the Ophir campus.

Deaf and hard of hearing students are fully mainstreamed into classrooms and most regular education students and staff use sign language. We pride ourselves in cultivating a climate of kindness and caring for all students.

On July 1, 2008 Ophir School became the sixth school in the Loomis Union School District through the process of annexation. Loomis Union Elementary, located in the city of Loomis, is comprised of six elementary schools and a charter school, serving students in kindergarten through eighth grade. Loomis is located about 25 miles northeast of Sacramento midway between Lake Tahoe and the San Francisco Bay.

At the beginning of the 2009-10 school year, 216 students were enrolled at Ophir Elementary School. Student demographics are shown in the chart.

#### **Student Enrollment by Ethnic Group**

**2009-10**

	Percentage
African American	1.4%
American Indian	0.9%
Filipino	0.5%
Hispanic or Latino	14.4%
White	81.5%
Two Or More	0.9%
None Reported	0.5%

#### **Discipline & Climate for Learning**

At Ophir Elementary School, the faculty, students and parents work together to provide a safe and caring environment for all students. We provide opportunities for the children to develop positive self-concepts and a positive attitude toward school and learning. Student success is recognized and celebrated. The school's discipline plan is designed to encourage and reinforce positive student behavior.

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		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	13	13	2	66	100	91
Suspension Rate	6.8%	7.0%	0.9%	2.9%	4.1%	3.6%
Expulsions	0	0	0	1	0	6
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%

## 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.

Extracurricular activities, clubs, and programs available at Ophir Elementary School include:

- Monart Program
- Band
- Boys and Girls Basketball
- Boys and Girls Track
- Boys and Girls Cross Country
- Boys and Girls Volleyball
- Classroom Music

## School Attendance & Enrollment

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.

The chart illustrates the trend in enrollment at the school over the past three years.

### Enrollment Trend by Grade Level

	2007-08	2008-09	2009-10
K	17	18	24
1st	18	17	20
2nd	18	20	23
3rd	19	19	24
4th	20	19	24
5th	20	20	23
6th	27	20	24
7th	21	27	27
8th	31	26	27

## 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.

## Class Size

Parent volunteers and instructional aides assist teachers in the classroom.

The table indicates the average class size by grade level and subject area, 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		
	08	09	10	08	09	10	08	09	10	08	09	10
By Grade Level												
K	17	18	24	1	1	-	-	-	1	-	-	-
1	18	17	17	1	1	1	-	-	-	-	-	-
2	18	20	19	1	1	1	-	-	-	-	-	-
3	19	19	25	1	1	-	-	-	1	-	-	-
4	15	19	22	1	1	-	-	-	1	-	-	-
5	20	20	23	1	1	-	-	-	1	-	-	-
6	27	20	21	-	1	-	1	-	1	-	-	-
7	-	-	25	-	-	-	-	-	1	-	-	-
8	-	-	28	-	-	-	-	-	1	-	-	-
By Subject Area												
English	-	27	24	-	-	-	-	2	2	-	-	-
Mathematics	-	27	17	-	-	-	-	2	2	-	-	-
Science	-	27	19	-	-	-	-	2	2	-	-	-
Social Science	-	27	25	-	-	-	-	2	2	-	-	-

## Instructional Materials

Loomis Union School District held a public hearing on October 6, 2010 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 the most recent information 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
6th-8th	English/ Language Arts	Holt Rinehart	2002	Yes	0.0%
K-5	English/ Language Arts	SRA/McGraw-Hill	2002	Yes	0.0%
K-5	History/Social Science	Scott Foresman	2006	Yes	0.0%
6th-8th	History/Social Science	Teacher's Curriculum Institute/History Alive	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 library media aide, 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 whenever needed for special projects and research.

## Computer Resources

All classrooms are connected to the Internet and have 4-5 computers, depending on grade level. The school also has a computer lab, staffed by a part-time library media aide, with 35 new computers connected to the Internet.

## 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](http://www.placer.ca.gov/departments/library.aspx) for more information.

## Counseling & Support Staff

It is the goal of Ophir Elementary School 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 1:216. The table lists the support service personnel available at Ophir Elementary School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.2
Library Media Aide	1	0.3
Music Teacher	1	0.4
Nurse	1	0.2
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	1	1.0
Speech and Language Specialist	1	0.4

Ophir Elementary School 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 on a daily basis in the learning lab. Students are mainstreamed whenever possible.

English Language Learner (EL) students are provided daily English Language Development (ELD) instruction within their classes. 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.

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

## Placer County Deaf and Hard of Hearing Program

Ophir Elementary School has the Placer County Deaf and Hard of Hearing Program located on their campus. Students are mainstreamed into regular education classes. There are two sign language interpreters and assistive technology in each classroom. There is also a Deaf and Hard of Hearing Preschool program on campus.

## Parent Involvement

Ophir Elementary School greatly benefits from its supportive parents who care about the traditions of Ophir and its student-centered environment. The school has a strong base of parent volunteers who support our students and staff. Parents are also welcome to join the Parent Teacher Club, School Site Council, Ophir Site Taskforce, and volunteer in classrooms. The school also benefits from several community partnerships, including McGuire Construction, Loomis Basin Education Foundation, Auburn Assistance League, and Loomis Rotary Club.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Ophir Elementary School at 530-885-3495 or visit the school's website at <http://ophir.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		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	65	70	76	72	75	78	46	50	52
Mathematics	61	62	78	73	72	77	43	46	48
Science	60	68	89	68	73	83	46	50	54
History/Social Science	52	65	70	52	56	60	36	41	44

*\*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
All Students - District	78	77	83	60
All Students - School	76	78	89	70
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	87	80	*	*
Pacific Islander	*	*	*	*
Caucasian	75	79	86	53
Males	72	76	89	67
Females	80	80	88	73
Socioeconomically Disadvantaged	78	63	*	*
English Learners	*	*	*	*
Students with Disabilities	64	45	*	*
Migrant Education	*	*	*	*

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

## Adequate Yearly Progress

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		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

## Federal Intervention Program

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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2010-11)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## Physical Fitness

In the spring of each year, Ophir Elementary School is required by the state to administer a physical fitness test to all students in grades five and seven. 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). *\*Data for the 2009-10 school year was unavailable at the time of publication.*

## 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			
	07-08	08-09	09-10
Statewide Rank	-	-	8
Similar Schools Rank	-	-	6
All Students			
Actual API Change	-	14	38
White			
Actual API Change	-	26	22

*\* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank is consistent with the 2007 school year.)*

Growth API			
	School	District	State
All Students	898	895	767
White	890	896	838

## Data Sources

Data within the SARC was provided by the district, retrieved from the 2009-10 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a dynamic search engine, maintained by the California Department of Education (CDE) that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

## 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 day during the last three years where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

## Teacher Assignment

Loomis Union Elementary School District recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, Ophir Elementary School had 11 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	10	10	11	123
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. 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			
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

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.

## Safe School Plan

The safety of students and staff is a primary concern at Ohir Elementary School. 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 spring 2010 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.

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

Ophir Elementary School originally opened its doors to students in 1856. The current campus was constructed in 1927 and is comprised of 5 permanent classrooms, 4.5 portable classrooms, a library/media center, a staff/work room, a computer lab, and a playground. Recent renovations to the school include updates to the multipurpose room and eight 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

### 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 2010-11 school year the district did not budget for deferred maintenance.

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	N/A	N/A

School Facility Conditions				
Date of Last Inspection: 02/26/2010				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			Site - New carpeting and vinyl is being installed as needed.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Site - School site is on well-water.
Safety (Fire Safety, Hazardous Materials)	X			Site - No sprinkler system at this site.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			School Grounds - Asphalt needs to be replaced. School Grounds - Existing fencing will need to be replaced.



## Teacher & Administrative Salaries as a Percentage of Total Budget

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 district's 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](http://www.ed-data.k12.ca.us).

Average Salary Information Teachers - Principal - Superintendent 2008-09		
	District	State
Beginning Teachers	\$38,105	\$41,154
Mid-Range Teachers	\$57,260	\$63,517
Highest Teachers	\$78,170	\$80,951
Elementary School Principals	\$94,474	\$102,080
Middle School Principals	-	\$105,643
High School Principals	-	\$111,347
Superintendent	\$144,317	\$150,626
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.0%	41.4%
Administrative Salaries	5.7%	6.1%

## 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 2008-09 financial statements, which is the most recent data available from the State of California).

Average Teacher Salaries	
School & District	
School	\$56,181
District	\$58,036
Percentage of Variation	3.20%
School & State	
All Elementary School Districts	\$64,193
Percentage of Variation	12.49%

## District Expenditures & Services Funded

Loomis Union School District spent an average of \$7,447 to educate each student (based on 2008-09 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	\$5,323
From Restricted Sources	\$470
From Unrestricted Sources	\$4,853
District	
From Unrestricted Sources	\$4,506
Percentage of Variation between School & District	7.71%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	14.57%

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