

Loomis Union School District



Placer Elementary School

2009-10 School Accountability Report Card

Serving Grades Kindergarten through Eighth

8650 Horseshoe Bar Rd.
Loomis, CA 95650
Ph: (916) 652-1830
www.loomis-usd.k12.ca.us

Administration

Carolyn Cowles,
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

Tim Rudolph,
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 kindergarten through the eighth grade. Many of our children's 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 2009-10 school year, 445 students were enrolled at Placer Elementary School. Student demographics are shown in the table.

Student Enrollment by Ethnic Group

2009-10

| | Percentage |
|--------------------|------------|
| African American | 0.4% |
| Asian | 0.9% |
| Filipino | 0.7% |
| Hispanic or Latino | 4.9% |
| White | 90.3% |
| Two Or More | 0.7% |
| None Reported | 2.0% |

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 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 | | |
| | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 |
| Suspensions | 5 | 8 | 14 | 66 | 100 | 91 |
| Suspension Rate | 1.0% | 1.6% | 3.1% | 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. Enrichment activities for grades 7th and 8th included standards based 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
- After-school Spanish

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 7-8 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 each trimester for students in grades 4-8. A Student-of-the-Week is recognized in the lower grades. Also, an end of the year Top Notch Luncheon 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 and the PTC monthly newsletter.

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 for the last three years.

| Enrollment Trend by Grade Level | | | |
|---------------------------------|---------|---------|---------|
| | 2007-08 | 2008-09 | 2009-10 |
| K | 40 | 39 | 42 |
| 1st | 40 | 37 | 37 |
| 2nd | 54 | 41 | 40 |
| 3rd | 61 | 51 | 42 |
| 4th | 59 | 53 | 51 |
| 5th | 67 | 66 | 48 |
| 6th | 67 | 67 | 58 |
| 7th | 61 | 66 | 63 |
| 8th | 59 | 66 | 64 |

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 | 20 | 19 | 20 | 2 | 2 | 1 | - | - | 1 | - | - | - |
| 1 | 20 | 24 | 20 | 2 | 1 | 2 | - | 1 | - | - | - | - |
| 2 | 20 | 20 | 19 | 2 | 2 | 2 | - | - | - | - | - | - |
| 3 | 18 | 17 | 21 | 3 | 3 | - | - | - | 2 | - | - | - |
| 4 | 30 | 26 | 23 | - | - | - | 2 | 2 | 2 | - | - | - |
| 5 | 32 | 32 | 27 | - | - | - | 2 | 2 | 2 | - | - | - |
| 6 | 31 | 31 | 30 | - | - | - | 3 | 2 | 2 | - | - | - |
| 7 | - | - | 30 | - | - | - | - | - | 2 | - | - | - |
| 8 | - | - | 30 | - | - | - | - | - | 2 | - | - | - |
| K-3 | 17 | - | - | 1 | - | - | - | - | - | - | - | - |
| By Subject Area | | | | | | | | | | | | |
| English | 30 | 31 | 30 | - | - | - | 7 | 6 | 4 | - | - | - |
| Mathematics | 30 | 28 | 30 | - | 1 | - | 7 | 4 | 4 | - | 2 | - |
| Science | 31 | 31 | 30 | - | - | - | 4 | 4 | 4 | 2 | 2 | - |
| Social Science | 30 | 31 | 30 | - | - | - | 7 | 6 | 4 | - | - | - |

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

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 |
| 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 six-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 2010-11 school year, Placer Elementary will be hosting two book fairs.

Computer Resources

All classrooms are connected to the Internet and have between three and six computers, depending on grade level. The school also has a new computer lab as of the 08-09 school year, that contains 33 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

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 1:445.

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 | 0.75 |
| 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 | 1 | 1.0 |
| 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. 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 and Art Docent Program as well as financed the new computer lab, and the Parents Encouraging Students and Teachers (PEST). The PTC also sponsors numerous family fun nights. For more information on the PTC, please contact the school at 916-652-1830.

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 | | |
| | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 |
| English/Language Arts | 74 | 76 | 76 | 72 | 75 | 78 | 46 | 50 | 52 |
| Mathematics | 72 | 73 | 77 | 73 | 72 | 77 | 43 | 46 | 48 |
| Science | 69 | 69 | 74 | 68 | 73 | 83 | 46 | 50 | 54 |
| History/Social Science | 41 | 50 | 58 | 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 | 77 | 74 | 58 |
| African American | * | * | * | * |
| American Indian | * | * | * | * |
| Asian | * | * | * | * |
| Filipino | * | * | * | * |
| Hispanic or Latino | 50 | 67 | * | * |
| Pacific Islander | * | * | * | * |
| Caucasian | 77 | 78 | 77 | 61 |
| Males | 71 | 81 | 78 | 69 |
| Females | 81 | 73 | 70 | 48 |
| Socioeconomically Disadvantaged | 48 | 64 | * | * |
| English Learners | * | * | * | * |
| Students with Disabilities | 62 | 72 | * | * |
| Migrant Education | * | * | * | * |

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

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% |

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

Physical Fitness

In the spring of each year, Placer Elementary 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 | 9 | 9 | 9 |
| Similar Schools Rank | 5 | 4 | 5 |
| All Students | | | |
| Actual API Change | -6 | 15 | 14 |
| White | | | |
| Actual API Change | -3 | 13 | 17 |

* 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 | 889 | 895 | 767 |
| White | 897 | 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 School District recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, Placer Elementary had 21 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 | 22 | 22 | 21 | 123 |
| Without Full Credentials | 1 | 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 |
| Total Misassignments of Teachers | 0 | 0 | 0 |
| 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 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 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

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.

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.

| 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: 02/24/2010 | | | | |
| 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 | | | Site - Underground gas lines have been in place since 1959. Site - Antiquated duel pack system needs to be replaced. |
| Interior | X | | | 100, 200, 300 and Multi - Stained ceiling tiles. |
| Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation) | X | | | |
| Electrical | X | | | Site - All lighting is T-12. |
| Restrooms/Fountains | X | | | |
| Safety (Fire Safety, Hazardous Materials) | X | | | Site - No sprinkler system at site. Fire alarm system is old and outdated; parts are hard to find. |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | School Grounds - Fall cushion should be replaced on the intermediate playground. 100 Wing - Doors were installed in 1959. |

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.

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.

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 |

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 | \$62,741 |
| District | \$58,036 |
| Percentage of Variation | 8.10% |
| School & State | |
| All Elementary School Districts | \$64,193 |
| Percentage of Variation | 2.27% |

| Salaries as a Percentage of Total Budget | | |
|--|-------|-------|
| Teacher Salaries | 41.0% | 41.4% |
| Administrative Salaries | 5.7% | 6.1% |



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 | \$5,356 |
| From Restricted Sources | \$586 |
| From Unrestricted Sources | \$4,771 |
| District | |
| From Unrestricted Sources | \$4,506 |
| Percentage of Variation between School & District | 5.87% |
| State | |
| From Unrestricted Sources | \$5,681 |
| Percentage of Variation between School & State | 16.03% |

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