



Placer Elementary School

8650 Horseshoe Bar Road • Loomis, CA 95650 • (916) 652-1830 • Grades TK-8

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<http://placer.loomis-usd.k12.ca.us/>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Loomis Union Elementary School District

3290 Humphrey Road
Loomis, CA 95650
(916) 652-1800
www.loomis-usd.k12.ca.us

District Governing Board

Jim Foster, Area 1: Citrus Colony
Kurt Turner, Area 2: Loomis
Jacob Hardey, Area 3: Rock Springs
Todd Wilson, Area 4: Placer
Ann Baker, Area 5: Franklin

District Administration

Gordon Medd
Superintendent
Jay Stewart
**Associate Superintendent -
Business Services**
Brittaney Meyer
**Assistant Superintendent -
Educational Services**

School Description

District & School Profile:

The Loomis Union School District is located in the Town 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 transitional kindergarten through eighth grade.

Placer Elementary is a family-oriented school with a rich and unique history that serves approximately 520 students in grades Transitional Kindergarten (TK) through Eighth. Since the school's founding in 1894, our dedicated teachers and parents have worked together to empower all students to become responsible, respectful, engaged citizens committed to life-long learning.

In addition to the core academic subjects, students at Placer participate in primary music, instrumental music, and choral music programs. Students in second through eighth grade receive Spanish instruction twice per week. With the support of an active PTC, Placer students also participate in enrichment activities such as Starstruck Dance, Star Art Classes, Mad Science Week, Leadership, and GATE enrichment. At Placer School, we strive to promote successful learning in a safe and caring environment through the Positive Behavioral Interventions and Support (PBIS) program.

Placer Mission Statement:

Placer School is committed to collaborating with our families, community, staff, and students to meet clearly focused educational, personal, and social goals. Together we will achieve high academic standards, promote the love of learning and inspire students to be responsible and caring community decision makers.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	60
Grade 1	53
Grade 2	55
Grade 3	48
Grade 4	61
Grade 5	61
Grade 6	66
Grade 7	65
Grade 8	56
Total Enrollment	525

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	1.0
Asian	2.3
Filipino	0.6
Hispanic or Latino	9.7
Native Hawaiian or Pacific Islander	0.0
White	85.3
Socioeconomically Disadvantaged	13.1
English Learners	2.5
Students with Disabilities	8.4
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Placer Elementary School	16-17	17-18	18-19
With Full Credential	24	23	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	1	2
Loomis Union Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	133
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	20

Teacher Misassignments and Vacant Teacher Positions at this School			
Placer Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The school district held a public hearing on August 8, 2018 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 September, 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: September, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Reading Wonders (TK - 5) - Adopted 2017 McGraw Hill Study Sync (6 - 8) - Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	McGraw Hill Everyday Math - Adopted 2015 College Preparatory Mathematics (CPM) - Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Education: Foss - Adopted 2007 Glencoe - Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Holt - Adopted 2006 Scott Foresman - Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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, six 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 the installation of solar panels, HVAC and energy efficient lighting in all classroom, carpeting and interior painting. 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 Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/23/2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/23/2017

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	200 Wing Rooms 7-12: 300 Wing Rooms 13-16 & Library: Office/ Multipurpose/ Cafeteria: TK:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	68.0	74.0	62.0	66.0	48.0	50.0
Math	65.0	68.0	59.0	58.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	34.4	21.3	27.9
7	11.1	25.4	42.9

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	356	355	99.72	74.37
Male	190	189	99.47	68.78
Female	166	166	100.00	80.72
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	30	100.00	53.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	312	311	99.68	76.53
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	51	51	100.00	56.86
English Learners	15	15	100.00	40.00
Students with Disabilities	38	38	100.00	15.79

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	356	355	99.72	68.45
Male	190	189	99.47	68.25
Female	166	166	100	68.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	30	100	46.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	312	311	99.68	70.42
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	51	51	100	49.02
English Learners	15	15	100	33.33
Students with Disabilities	38	38	100	15.79

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Placer offers many opportunities for parental involvement. Parents volunteer in classrooms and around campus daily. Through the Parent Teacher Club, parents also participate in advisory committees, fundraisers, and help plan many of our school events. Some events on campus include Miner Welcome Back Night, Back-to-School Night, Open House, Community Harvest Festival, the Talent Show, Starstruck Dance Performance, Art Docent Days, the Father/Daughter Dance, the Jog-a-Thon, Placer School Auction, and parent/teacher conferences.

To stay involved in what is happening on campus, family members can also serve on campus committees such as the Positive Behavior Intervention and Supports (PBIS) Team, Loomis Basin Educational Foundation (LBEF) Board, Technology Committee, Site Council, Art Docent, and PTC board. For more information on opportunities for involvement, please contact the school directly at 916-652-1830 or visit our PTC website at placertptc.org.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety 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 Safety plan was last reviewed and updated in October 2018 by the School Leadership Team and Site Council. The safety plan is also regularly reviewed during Placer staff meetings. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, Shelter-in-place, and disaster drills are conducted on a monthly basis throughout the school year. The school has security cameras installed around campus for student safety and asset protection.

Students are supervised before and after school as well as during each recess by designated staff members. Noon Duty Supervisors monitor students during lunch recesses. All visitors must sign in at the school office, wear a visitor badge while on campus and sign out upon leaving.

The designated drop off and pick up area for students is at the front of the school.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.5	2.5	2.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.1	2.5	2.2
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.30
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5625
Psychologist	.60
Social Worker	0
Nurse	.27
Speech/Language/Hearing Specialist	.60
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	24	24	20	1		1	2	3	2			
1	21	26	27	1			1	2	2			
2	26	22	28				2	2	2			
3	28	28	24				2	2	2			
4	28	31	29				2	2	2			
5	25	30	31				2	2	2			
6	25	29	31				2	2	2			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	28.0	29.0	29.0				4	3	4		1	
Mathematics	28.0	29.0	29.0				4	3	4		1	
Science	28.0	29.0	29.0				4	3	4		1	
Social Science	28.0	29.0	29.0				4	3	4		1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

As part of the professional growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, certificated and classified staff. The district offered four professional development days in 2016-2017, five staff development days in 2017-2018, and three professional development days during the 2018-19 school year. During these staff development days, staff members are offered professional growth opportunities to expand knowledge in curriculum, assessment and instructional strategies. Optional monthly after school staff development is also available to our staff at the district office. Staff development topics are determined based on student achievement data, new adoption curriculum needs, technological needs, and teacher professional growth requests.

At the site level, Placer School offers teachers specific training and support for Google Apps for Education (GAPE), Positive Behavioral Intervention & Supports (PBIS), Multi-Tiered Systems of Support (MTSS), and Social-Emotional Support training through weekly staff meetings, teacher-principal academic conferences, student performance data reporting, and in-class coaching.

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,639	\$48,064
Mid-Range Teacher Salary	\$65,578	\$75,417
Highest Teacher Salary	\$91,314	\$94,006
Average Principal Salary (ES)	\$108,142	\$119,037
Average Principal Salary (MS)	\$0	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$172,825	\$183,692
Percent of District Budget		
Teacher Salaries	38.0	36.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,914	\$1,196	\$4,718	\$69,945
District	◆	◆	\$6,431	\$70,153
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-30.7	-0.3
Percent Difference: School Site/ State			-40.6	-8.4

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Special Education, Music, Gifted and Talented Education (GATE) enrichment activities.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.