



# Loomis Basin Charter School

5438 Laird Road • Loomis, CA 95650 • (916) 652-2642 • Grades K-8

Kati O'Sullivan Messerli, Principal

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<http://www.loomischarter.org>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Loomis Union Elementary School District

3290 Humphrey Road  
Loomis, CA 95650  
(916) 652-1800

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

#### District Governing Board

Jim Foster, Area 1: Citrus Colony

Kelly Tomaszewski, Area 2: Loomis

Jacob Hardey, Area 3: Rock Springs

Todd Wilson, Area 4: Placer

Ann Baker, Area 5: Franklin

#### District Administration

Gordon Medd  
**Superintendent**

Kevin Roche  
**Assistant Superintendent -  
Business Services**

Brittaney Meyer  
**Assistant Superintendent -  
Educational Services**

### School Description

#### Principal's Message

The Loomis Basin Charter School is proud to be an accredited International Baccalaureate World School for the Primary Years Program and the Middle Years Program. We strive to promote an environment where children are encouraged to take risks as they experience diverse and challenging academic opportunities. During their years at LBCS, students will become independent thinkers and develop a lifelong love for learning.

Students receive an international education, cemented on character education as a foundation to develop American patriotism, respect, and responsibility.

Loomis Basin Charter School uses the California State Standards as an anchor curriculum; however, teachers use the IB framework approach to organize and teach the curriculum through carefully planned and approved units of inquiry. At LBCS, all students receive daily instruction in Spanish. By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, LBCS is educating students to become active, responsible citizens.

#### Mission Statement

The aim of Loomis Basin Charter School is to develop inquiring, knowledgeable, patriotic, honorable, responsible and caring young people who have the background, skills, knowledge and qualities necessary to participate successfully and actively in a changing and increasingly interrelated world.

#### Vision Statement

We are a community of learners empowered to enact positive change in the world.

The Loomis Basin Charter School staff are student-centered, innovative, committed, enthusiastic, educational leaders. They respect student diversity, strengths, and learning challenges. They understand and implement research-based strategies. All staff have high standards for their students, colleagues and themselves.

The community is an empowered, positive, collaborative voice that supports teaching and learning and participates in educational decision making for students. The school's vision embraces the global community and is committed to meaningful partnerships. Loomis Basin Charter School is committed to student success.

#### District and 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. At the beginning of the 2018-19 school year, 436 kindergarten through eighth grade students were enrolled at Loomis Basin Charter.

## 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	44
Grade 1	44
Grade 2	44
Grade 3	44
Grade 4	52
Grade 5	52
Grade 6	52
Grade 7	52
Grade 8	52
<b>Total Enrollment</b>	<b>436</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
Asian	6.7
Filipino	0.2
Hispanic or Latino	8
White	78
Two or More Races	6
Socioeconomically Disadvantaged	6.2
English Learners	0.7
Students with Disabilities	6.4
Foster Youth	0.5

## 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 for Loomis Basin Charter	17-18	18-19	19-20
With Full Credential	23	22	21
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	3	3

Teacher Credentials for Loomis Union	17-18	18-19	19-20
With Full Credential	◆	◆	134
Without Full Credential	◆	◆	2
Teaching Outside Subject Area of Competence	◆	◆	23

### Teacher Misassignments and Vacant Teacher Positions at Loomis Basin Charter School

Indicator	17-18	18-19	19-20
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 2019-20)

The school district held a public hearing on September 5, 2019 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, 2019 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, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	International Baccalaureate Framework - Primary Years Program accredited in 2010, Middle Years Program accredited in 2013  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Bridges - Adopted 2014 College Preparatory Mathematics (CPM) - Adopted 2014 International Baccalaureate Framework  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Delta Education: Foss - Adopted 2007 Pearson/Prentice Hall - Adopted 2007 International Baccalaureate Framework  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Scott Foresman - Adopted 2006 TCI- Adopted 2010 International Baccalaureate Framework  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	Sombrero Time - Adopted in 2009 International Baccalaureate Framework  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	International Baccalaureate Framework for the Arts <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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.

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: 1/25/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	74	78	66	69	50	50
Math	68	72	58	61	38	39

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 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

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	5.8	38.5	48.1
7	17.3	55.8	

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

**School Year 2018-19 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	304	303	99.67	77.89
Male	158	157	99.37	73.89
Female	146	146	100.00	82.19
Black or African American	--	--	--	--
Asian	17	17	100.00	94.12
Filipino	--	--	--	--
Hispanic or Latino	25	24	96.00	62.50
White	242	242	100.00	78.93
Two or More Races	18	18	100.00	72.22
Socioeconomically Disadvantaged	17	17	100.00	70.59
English Learners	--	--	--	--
Students with Disabilities	24	23	95.83	34.78
Foster Youth	--	--	--	--

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 2018-19 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	304	303	99.67	71.95
Male	158	157	99.37	73.89
Female	146	146	100.00	69.86
Black or African American	--	--	--	--
Asian	17	17	100.00	94.12
Filipino	--	--	--	--
Hispanic or Latino	25	24	96.00	45.83
White	242	242	100.00	73.14
Two or More Races	18	18	100.00	72.22
Socioeconomically Disadvantaged	17	17	100.00	47.06
English Learners	--	--	--	--
Students with Disabilities	24	23	95.83	26.09
Foster Youth	--	--	--	--

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 2019-20)

Parents and the community are very supportive of the educational program at Loomis Basin Charter. Parents are very active at the school site, participating in the Parent-Teacher Committee, School Site Alliance and serving as volunteers on the campus. Parents are encouraged to volunteer at the school fostering a close bond between parents and the school. Additionally, parents are encouraged to come in to classrooms as docents and to share their professional expertise as it aligns with current units of study. Parents are also encouraged to join with other Loomis Union School District parents in volunteering for and attending Loomis Basin Education Foundation events. LBEF raises money for arts and technology in all LUSD schools.

The school also benefits from a community partnership, the Rocklin-Loomis Rotary.

### 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 Loomis Basin Charter School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous and state standards. The School Site Safety plan is reviewed and updated annually in the fall by the School Site Alliance and reviewed with all staff at the start of the year. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Evacuation, shelter in place, and safety drills are conducted on a regular basis throughout the school 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, and they must wear an identification badge identifying them as visitors. The designated drop-off and pick-up area for students is at the front of the school.

Students at Loomis Basin Charter 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 Parent and Student Handbook. School to home communication occurs through weekly newsletters, email, websites, and school newsletters.

Loomis Basin Charter is an International Baccalaureate School and models the school after the International Baccalaureate's aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

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 and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.0	0.7	0.013
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.1	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	
Other	

\* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	2			22		2		22		2	
1	20	2			22		2		22		2	
2	20	2			22		2		22		2	
3	20	2			22		2		22		2	
4	25		2		26		2		26		2	
5	25		2		26		2		26		2	
6	25		2		26		2		26		2	
Other**												

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

\*\* "Other" category is for multi-grade level classes.



## Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	6	6

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 an average of four staff development day annually during the last three years where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

In addition, Loomis Basin Charter School offered six staff development days focused on curriculum, best practices, IB and student learning. Staff members at Loomis Basin Charter School attend annual IB workshops and trainings. Staff development needs are based on annual staff surveys, feedback from IB evaluation visits, and the release of new standards. Teachers work collaboratively with IB Coordinators and principal to reflect on best practices and Program of Inquiry. Staff are encouraged to attend trainings and professional development outside of IB when training is appropriate for the teacher and the program. These types of trainings included Computer Using Educators, Google Summit, Google Certified Educator training (level 1 and 2), Area 3 Writing Project, and STEM. Teachers who attend outside Professional Development are expected to bring their learning back to the staff via presentations during Staff Meetings and PD days.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,750	\$49,378
Mid-Range Teacher Salary	\$67,247	\$77,190
Highest Teacher Salary	\$93,638	\$96,607
Average Principal Salary (ES)	\$111,783	\$122,074
Average Principal Salary (MS)	\$0	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$161,476	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Loomis Basin Charter School is a fully-functioning public charter school. We supply all services necessary for students including, but not limited to: Special Education (IEP), 504 Plans, and other student support necessities. Loomis Basin Charter School is fully accredited as an International Baccalaureate School. We also provide Music, Art, Design/Technology, and Physical and Health Education.

### 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.

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,176	\$887	\$6,289	\$63,378
District	N/A	N/A	\$6,996	\$71,955
State	N/A	N/A	\$7,506.64	\$77,619

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-10.6	-12.7
School Site/ State	-17.7	-20.2

Note: Cells with N/A values 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.