

# Loomis Grammar School

3505 Taylor Road • Loomis, CA 95650 • (916) 652-1824 • Grades TK-8

Angie Borgwardt, Principal

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<http://loomisgrammar.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](http://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

#### Principal's message

Through differentiated instruction we provide an academic program that is rigorous, engaging, and standards based. Our staff is highly qualified, skilled and committed to working collaboratively to promote high academic success. We have an active parent organization that coordinate activities to bring our families and staff together, in addition to raising funds to support our instructional programs. It is our collective goal to create an enriching learning experience that engages every student.

#### School Mission:

Loomis Grammar School's mission is to foster meaningful relationships and provide engaging, rigorous instruction that will empower all of our students to become lifelong learners and responsible citizens who contribute positively to their community and the world around them.

#### District Information:

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. Loomis Grammar School opened its doors for students in 1924. The school enjoys a very stable community with values that support the school's many programs for its students. At the beginning of the 2018-19 school year, 507 students were enrolled at Loomis Grammar School.

## 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	64
Grade 1	53
Grade 2	46
Grade 3	54
Grade 4	53
Grade 5	51
Grade 6	66
Grade 7	59
Grade 8	59
<b>Total Enrollment</b>	<b>505</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	1.0
Asian	2.4
Filipino	1.0
Hispanic or Latino	14.9
Native Hawaiian or Pacific Islander	0.6
White	75.6
Socioeconomically Disadvantaged	35.0
English Learners	4.0
Students with Disabilities	6.7
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			
Loomis Grammar School	16-17	17-18	18-19
With Full Credential	24	24	22
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	1	1	0
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			
Loomis Grammar 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 Mathematics - 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)

The current Loomis Grammar School campus was constructed in the late 1940's and was completely modernized in the 2005-06 school year. The campus is comprised of 16 classrooms, six portable classrooms, a library/media center, a gym/multipurpose room, a staff/work room, and a computer lab. School facilities are all up-to-date, clean, safe, and provide adequate space for students and staff.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/24/2017		
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	

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 10/24/2017

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<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

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
<b>ELA</b>	62.0	71.0	62.0	66.0	48.0	50.0
<b>Math</b>	54.0	56.0	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

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
<b>Science</b>	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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	30.8	15.4	3.8
<b>7</b>	31.0	15.5	5.2

\* 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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	339	336	99.12	70.54
Male	165	163	98.79	57.06
Female	174	173	99.43	83.24
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	54	54	100.00	64.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	249	246	98.80	71.54
Two or More Races	13	13	100.00	61.54
Socioeconomically Disadvantaged	122	121	99.18	61.16
English Learners	22	22	100.00	59.09
Students with Disabilities	23	22	95.65	54.55
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 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	340	336	98.82	55.65
Male	165	163	98.79	53.37
Female	175	173	98.86	57.8
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	54	54	100	50
Native Hawaiian or Pacific Islander	--	--	--	--
White	250	246	98.4	55.28
Two or More Races	13	13	100	61.54
Socioeconomically Disadvantaged	122	121	99.18	39.67
English Learners	22	22	100	54.55
Students with Disabilities	24	22	91.67	13.64
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 2018-19)

Parents and the community are very supportive of the educational program at Loomis Grammar School. Parents are very active at the school site, participating in, but not limited to, the following:

- School Site Council
- Parent Teacher Club
- Green Team
- Harvest Festival
- Art Docent
- Campus beautification volunteers
- Classroom volunteers
- Library volunteers
- Talent Show
- PBIS (Positive Behavior Intervention Support)

#### 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 Grammar 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 is reviewed and updated annually in the fall 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. Safety drills are conducted on a regular basis throughout the school year, and include fire/evacuation, earthquake, lockdown, and shelter in place. Safety plan information and evacuation maps are posted in each classroom and substitutes are provided with a copy of emergency procedures when they arrive on campus. 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. All safety-related policies have been incorporated into the employee and the parent/student handbooks.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.2	2.3	2.8
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	.40
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	.49
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*								
	2015-16	2016-17	2017-18	1-20			21-32			33+		
				2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	19	24	22	3		1		3	2			
1	24	20	27		2		2		2			
2	25	25	23				2	2	2			
3	21	26	27	1			1	2	2			
4	31	22	26				2	2	2			
5	29	31	25				2	2	2			
6	24	30	33				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	30.0	29.0	30.0				4	4	4			
Mathematics	30.0	29.0	30.0				4	4	4			
Science	30.0	29.0	30.0				4	4	4			
Social Science	30.0	29.0	30.0				4	4	4			

\* 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 staff development days during the 2016-2017 school year, five staff development days during the 2017-2018 school year, and three staff development days during the 2018-2019 school year. In addition to professional development days, monthly after school book studies and professional development sessions are offered. Staff members are offered professional growth opportunities to expand staff knowledge in curriculum, technology, assessment and instructional strategies.

At the site level, Loomis Grammar School staff participates in specific training in Positive Behavioral Intervention & Supports (PBIS), Google Apps for Education (GAPE), Social Emotional Learning, teacher-principal meetings, academic conferences, progress monitoring, curriculum leadership coaching, opportunities for conference attendance, etc.

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/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Special Education, Title 1, Music, Gifted and Talented Education 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,027	\$1,315	\$4,712	\$68,738
District	◆	◆	\$6,431	\$70,153
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-30.9	-2.0
Percent Difference: School Site/ State			-40.8	-10.1

\* 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.