# H. Clarke Powers Elementary School

**3296 Humphrey Rd • Loomis, CA 95650 • (916) 652-2635 • Grades TK-8**
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## 2017-18 School Accountability Report Card
### Published During the 2018-19 School Year

## School Description

**Mission:**
H. Clarke Powers is committed to working with our community and our students to create internationally-minded lifelong learners through rigorous academic standards.

**Vision:**
To support students in reaching their full potential, our staff embraces all students through a shared responsibility in an engaging, caring, and collaborative environment.

**Core Values:**
As a school community, we will exhibit compassion, respect, integrity, and responsibility in our everyday lives. We will strive to foster independence, commitment to learning, and global decision making for years to come. We will respect our differences and celebrate our strengths and achievements.

## 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. H. Clarke Powers Elementary School is located in a rural section of Loomis and is surrounded by farms, acreage, and natural trees native to the area. The staff is enthusiastic, gives of their time and is committed to the cause of every student being a successful learner.

## 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 | 62 |
| Grade 1 | 52 |
| Grade 2 | 50 |
| Grade 3 | 52 |
| Grade 4 | 55 |
| Grade 5 | 61 |
| Grade 6 | 69 |
| Grade 7 | 58 |
| Grade 8 | 64 |
| Total Enrollment | 523 |

| 2017-18 Student Enrollment by Group | |
|---|---|
| Group | Percent of Total Enrollment |
| Black or African American | 0.2 |
| American Indian or Alaska Native | 1.1 |
| Asian | 0.4 |
| Filipino | 0.0 |
| Hispanic or Latino | 13.6 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 81.6 |
| Socioeconomically Disadvantaged | 25.6 |
| English Learners | 2.1 |
| Students with Disabilities | 4.8 |
| 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 | | | |
|---|---|---|---|
| H. Clarke Powers Elementary School | 16-17 | 17-18 | 18-19 |
| With Full Credential | 22 | 24 | 23 |
| Without Full Credential | 1 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 4 |
| 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 | | | |
|---|---|---|---|
| H. Clarke Powers Elementary | 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<br>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<br>McGraw Hill Study Sync (6 - 8) - Adopted 2017<br><br>**The textbooks listed are from most recent adoption:**     Yes<br>**Percent of students lacking their own assigned textbook:**  0 |
| **Mathematics** | McGraw Hill Everyday Math  - Adopted 2015<br>College Preparatory Mathematics (CPM) - Adopted 2014<br><br>**The textbooks listed are from most recent adoption:**     Yes<br>**Percent of students lacking their own assigned textbook:**  0 |
| **Science** | Delta Education: Foss - Adopted 2007<br>Glencoe - Adopted 2007<br><br>**The textbooks listed are from most recent adoption:**     Yes<br>**Percent of students lacking their own assigned textbook:**  0 |
| **History-Social Science** | Holt - Adopted 2006<br>Scott Foresman - Adopted 2006<br><br>**The textbooks listed are from most recent adoption:**     Yes<br>**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)

H. Clarke Powers Elementary School was originally constructed in 2000 and is comprised of 25 classrooms, a library/Instruction Media Center (IMC), a gym/multipurpose room, a staff/work room, a computer lab, and an office. The campus has five structures of classrooms which also house the art room, computer lab, PIP program, and music room. 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)<br>Year and month in which data were collected: 10/24/2017 | | |
| --- | --- | --- |
| **System Inspected** | **Repair Status** | **Repair Needed and Action Taken or Planned** |
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:**<br>Interior Surfaces | Good | |
| **Cleanliness:**<br>Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| **Electrical:**<br>Electrical | Good | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | Good | |
| **Safety:**<br>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** |
| **Structural:** Structural Damage, Roofs | Poor | Building A Office: The roofs on all of the buildings show excessive deterioration for their age. Building B Multipurpose: Building C Library: Building D Rooms 4-6 & 16-18: Building E Rooms 10-12: Building F Rooms 7-9 & 13-15: Building G Rooms 19-24: |
| **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

| 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 | 71.0 | 62.0 | 66.0 | 48.0 | 50.0 |
| **Math** | 62.0 | 64.0 | 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** |
| **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

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | **4 of 6** | **5 of 6** | **6 of 6** |
| **5** | 16.1 | 35.5 | 40.3 |
| **7** | 16.1 | 40.3 | 27.4 |

\* 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** | 364 | 359 | 98.63 | 71.03 |
| **Male** | 183 | 181 | 98.91 | 64.64 |
| **Female** | 181 | 178 | 98.34 | 77.53 |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- |
| **Hispanic or Latino** | 47 | 47 | 100.00 | 59.57 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **White** | 303 | 298 | 98.35 | 72.82 |
| **Two or More Races** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 97 | 97 | 100.00 | 56.70 |
| **English Learners** | 16 | 16 | 100.00 | 43.75 |
| **Students with Disabilities** | 25 | 24 | 96.00 | 16.67 |

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** | 364 | 359 | 98.63 | 63.79 |
| **Male** | 183 | 181 | 98.91 | 62.98 |
| **Female** | 181 | 178 | 98.34 | 64.61 |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- |
| **Hispanic or Latino** | 47 | 47 | 100 | 48.94 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **White** | 303 | 298 | 98.35 | 66.44 |
| **Two or More Races** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 97 | 97 | 100 | 53.61 |
| **English Learners** | 16 | 16 | 100 | 37.5 |
| **Students with Disabilities** | 25 | 24 | 96 | 8.33 |

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 H. Clarke Powers School, an IB World School. Parents are very active at the school site, participating in the Parent-Teacher Club (PTC), School Site Council, Loomis Basin Education Foundation (LBEF), and serving as volunteers in the classroom. The PTC and LBEF organize many events and activities that encourage parent and student involvement. They raise money for the school and help communicate to the entire parent population. For more information, please contact the school office or contact the PTC directly.

**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 H. Clarke Powers School. The school is 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 by the School Safety Committee and reviewed with staff at the start of the school year and monitored throughout the year. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency drills are conducted on a monthly 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. Signs are posted reminding visitors of the campus that they must sign in at the front office. The designated drop off and pick up area for students is at the front of the school. Our safety plan is reviewed and updated yearly.

| Suspensions and Expulsions | | | |
|---|---|---|---|
| **School** | **2015-16** | **2016-17** | **2017-18** |
| **Suspensions Rate** | 2.9 | 3.7 | 2.8 |
| **Expulsions Rate** | 0.0 | 0.0 | 0.2 |
| **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** | .25 |
| **Speech/Language/Hearing Specialist** | 1.00 |
| **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** | 21 | 27 | 21 | 1 | | | 1 | 2 | 2 | | | |
| **1** | 22 | 25 | 26 | | | | 2 | 2 | 2 | | | |
| **2** | 24 | 26 | 25 | | | | 2 | 2 | 2 | | | |
| **3** | 25 | 27 | 26 | | | | 2 | 2 | 2 | | | |
| **4** | 32 | 29 | 27 | | | | 2 | 2 | 2 | | | |
| **5** | 27 | 31 | 31 | | | | 2 | 2 | 2 | | | |
| **6** | 29 | 29 | 34 | | | | 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** | 29.0 | 30.0 | 30.0 | | | | 4 | 3 | 4 | | 1 | |
| **Mathematics** | 29.0 | 30.0 | 30.0 | | | | 4 | 3 | 4 | | 1 | |
| **Science** | 29.0 | 30.0 | 30.0 | | | | 4 | 3 | 4 | | 1 | |
| **Social Science** | 29.0 | 30.0 | 30.0 | | | | 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 offers staff development days throughout the year where staff members are offered professional growth opportunities to expand staff knowledge in curriculum, assessment and instructional strategies. In addition to the district trainings, the staff at HCP attends conferences and International Baccalaureate training throughout the year. Our school also provides support through our IB coordinator, who meets with teachers weekly and provides ongoing instructional support for all staff. We are able to provide an ongoing professional development model and are continually looking to build and improve our practices.

| 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 | $5,831 | $895 | $4,936 | $67,893 |
| District | ♦ | ♦ | $6,431 | $70,153 |
| State | ♦ | ♦ | $7,125 | $76,046 |
| Percent Difference: School Site/District | | | -26.3 | -3.3 |
| Percent Difference: School Site/ State | | | -36.3 | -11.3 |

\* 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 enrichment activities, instructional materials, staff development, International Baccalaureate program

**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.