



Ophir Elementary STEAM Academy

1373 Lozanos Rd. • Newcastle, CA 95658 • (530) 885-3495 • Grades K-8

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Loomis Union Elementary School District

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District Governing Board

Jim Foster, Area 1: Citrus Colony

Kurt Turner, Area 2: Loomis

Jacob Hardey, Area 3: Rock Springs

Mike Edwards, Area 4: Placer

Ann Baker, Area 5: Franklin

District Administration

Gordon Medd
Superintendent

Jay Stewart

Associate Superintendent -
Business Services

Jean Crouse

Assistant Superintendent -
Educational Services

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 10 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.

Ophir Elementary School opened its doors in 1856 as a single school district. On July 1, 2008 Ophir Elementary School became the sixth school in the Loomis Union School District. Ophir Elementary currently serves approximately 239 students in kindergarten through eighth grade (student demographics are shown in the chart). In addition, Placer County Office of Education's Deaf and Hard of Hearing program is also located on the Ophir campus. Ophir Elementary School is a family and community oriented school that takes great pride in maintaining many of the Ophir community traditions dating back to the Gold Rush era.

Teachers, staff, parents and students work collaboratively to create a safe, nurturing and academically engaging school environment, which support the tenets of the Science, Technology, Engineering, Arts and Mathematics (S.T.E.A.M.) program. Through primary music, instrumental band, the choral music program, American Sign Language instruction (K-8), Art Docent programs, and enrichment opportunities in computer programming/robotics (during and after school) students are actively involved within the school community of learners.

School Mission

As a staff, we are committed to providing and maintaining a highly rigorous and relevant curriculum through: the implementation of the California Common Core State Standards, the continued development of the Science, Technology, Engineering, Arts, and Math (S.T.E.A.M.) program, the implementation a Multi-Tiered System of Support which utilizes regular collaboration opportunities to allow for ongoing analysis of student assessment data to provide differentiated learning opportunities based upon individual student needs, and fostering a safe, happy and inclusive environment with an emphasis on the Ophir Core Values (creativity, achievement, responsibility and empathy). Ophir Elementary School, in partnership with its community, is committed to the school vision of empowering every student to become a life-long learner who develops their creative potential, their critical thinking and problem solving skills, and their collaboration and communication skills to become responsible citizens within the community.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	20
Grade 1	23
Grade 2	23
Grade 3	26
Grade 4	32
Grade 5	29
Grade 6	32
Grade 7	20
Grade 8	23
Total Enrollment	228

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	2.2
Asian	1.3
Filipino	0.9
Hispanic or Latino	14
Native Hawaiian or Pacific Islander	0
White	78.9
Two or More Races	0.4
Socioeconomically Disadvantaged	30.7
English Learners	1.3
Students with Disabilities	11.4
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Ophir Elementary STEAM Academy	14-15	15-16	16-17
With Full Credential	10	14	12
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0
Loomis Union Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Ophir Elementary STEAM	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

The school district held a public hearing on August 11, 2016 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, 2016 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, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin - Adopted 2002 McDougal Littell - Adopted 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	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

School Facility Conditions and Planned Improvements (Most Recent Year)

Ophir Elementary School originally opened its doors to students in 1856. The current campus was constructed in 1927 and is comprised of 5 permanent classrooms, 4.5 portable classrooms, a library/media center, a staff/work room, a computer lab, and a playground. 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: 4/13/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 4/13/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X		Building A: All buildings have accessibility issues to the playground. Building B: Portables 11, 12, 13 & 14: Portables 4, 5 & 6: Portables 9 & 10:
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	76	65	76	83	78	75	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.5	22.2	11.1

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	57	63	64	65	44	48
Math	51	56	57	57	34	36

* 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	50	49	98.0	75.5
Male	16	16	100.0	75.0
Female	34	33	97.1	75.8
White	35	35	100.0	85.7
Socioeconomically Disadvantaged	16	16	100.0	62.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	27	27	100.0	51.9
	4	31	31	100.0	71.0
	5	29	29	100.0	55.2
	6	34	33	97.1	72.7
	7	20	19	95.0	52.6
	8	21	21	100.0	71.4
Male	3	17	17	100.0	58.8
	4	14	14	100.0	64.3
	6	12	12	100.0	66.7
	7	11	11	100.0	54.5
Female	4	17	17	100.0	76.5
	5	19	19	100.0	52.6
	6	22	21	95.5	76.2
	8	15	15	100.0	80.0
White	3	23	23	100.0	56.5
	4	26	26	100.0	76.9
	5	17	17	100.0	64.7
	6	27	27	100.0	70.4
	7	13	13	100.0	46.1
	8	18	18	100.0	72.2
Socioeconomically Disadvantaged	4	12	12	100.0	66.7

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	27	27	100.0	48.1
	4	31	31	100.0	77.4
	5	29	29	100.0	58.6
	6	34	33	97.1	48.5
	7	20	19	95.0	52.6
	8	20	19	95.0	52.6
Male	3	17	17	100.0	47.1
	4	14	14	100.0	64.3
	6	12	12	100.0	33.3
	7	11	11	100.0	54.5
	8	11	11	100.0	54.5
Female	4	17	17	100.0	88.2
	5	19	19	100.0	57.9
	6	22	21	95.5	57.1
White	3	23	23	100.0	52.2
	4	26	26	100.0	80.8
	5	17	17	100.0	64.7
	6	27	27	100.0	48.1
	7	13	13	100.0	46.1
	8	13	13	100.0	46.1
Socioeconomically Disadvantaged	4	12	12	100.0	58.3

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

Ophir Elementary School greatly benefits from its supportive parents who care about the traditions of Ophir and its student-centered environment. The school has a strong base of parent volunteers who support our students and staff. There are a multitude of opportunities for parents to be involved in the Ophir school community: serving on School Site Council (SSC), serving as volunteers in the classrooms, chaperones on field trips, and participating in the Parent Teacher Club (PTC). The SSC assists in the development, monitoring and evaluation of the Single Plan for Student Achievement. The PTC helps to organize and facilitate school/community activities, raises money to support our school, and supports our school through encouraging parental involvement. The school also benefits from several community partnerships, including the Loomis Basin Education Foundation (LBEF), Loomis Lions, Loomis Rotary Club, Auburn Assistance League and Soroptimist International of Historic Auburn.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 Ophir Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The Comprehensive School Safety Plan is updated annually by the School Site Council, is reviewed on an annual basis by community members (through an open forum) and by staff at the start of the school year. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, Shelter in Place, and disaster drills are conducted on a regular basis throughout the school year.

Students are supervised before/after school and during recess by staff. Noon Duty Supervisors monitor students during lunch recess. All visitors must sign in at the school office and sign out upon leaving. The designated drop-off and pick-up area for students is at the front of the school (in the upper parking lot area).

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.9	2.8	0.8
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.3	2.5	2.1
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		33.3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.14
Library Media Teacher (Librarian)	.0128
Library Media Services Staff (Paraprofessional)	.3750
Psychologist	.40
Social Worker	
Nurse	.14
Speech/Language/Hearing Specialist	.26
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	20	23	23	1				1	1			
1	24	22	22				1	1	1			
2	28	28	28				1	1	1			
3	22						1					
4	33	27	27					7	7	7		
5	19	32	32	7				7	7			
6	21	26	26				5	4	4			
Other		31	31					1	1			

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	18	24	24	1			1	2	2			
Mathematics	18	24	24	1	1	1	1	1	1			
Science	18	24	24	1			1	2	2			
Social Science	18	24	24	1			1	2	2			

* 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 three staff development days annually during the last five years where staff members are offered professional growth opportunities to expand staff knowledge in curriculum, assessment and instructional strategies.

At the site level, Ophir Elementary offers teachers specific training in Google Apps For Education (GAPE), Science, Technology, Engineering, Arts and Mathematics (S.T.E.A.M.), and computer programming/robotics.

FY 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,620	\$44,507
Mid-Range Teacher Salary	\$61,040	\$68,910
Highest Teacher Salary	\$84,995	\$88,330
Average Principal Salary (ES)	\$101,200	\$111,481
Average Principal Salary (MS)		\$115,435
Average Principal Salary (HS)		\$113,414
Superintendent Salary	\$164,252	\$169,821
Percent of District Budget		
Teacher Salaries	40%	39%
Administrative Salaries	6%	6%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,749	\$733	\$5,016	\$60,499
District	♦	♦	\$5,980	\$65,347
State	♦	♦	\$5,677	\$71,610
Percent Difference: School Site/District			-16.1	-5.0
Percent Difference: School Site/ State			-6.2	-12.4

* Cells with ♦ do not require data.

Types of Services Funded

Special Education, Title 1 (at risk student support), Music, Gifted and Talented Education Enrichment activities.

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.