



Loomis Basin Charter School

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

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<http://www.loomischarter.org>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Loomis Union Elementary School District

3290 Humphrey Rd.

Loomis, CA 95650

(916) 652-1800

www.loomis-usd.k12.ca.us

District Governing Board

Jim Foster, Area 1: Citrus Colony

Kurt Turner, Area 2: Loomis

Jacob Hardey, Area 3: Rock Springs

Todd Wilson, Area 4: Placer

Ann Baker, Area 5: Franklin

District Administration

Gordon Medd

Superintendent

Jay Stewart

Associate Superintendent -

Business Services

Jean Crouse

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

The Loomis Basin Charter School's vision is to empower all students to take their place in the world as knowledgeable, competent, responsible citizens. Students will be articulate, creative, achieving individual academic, emotional and physical goals in a safe, equitable educational community. Students will also be well-rounded, achieve in all subject areas, integrate technology, think independently and connect content to real life.

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 2017-18 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 <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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	40
Grade 1	40
Grade 2	40
Grade 3	40
Grade 4	50
Grade 5	50
Grade 6	50
Grade 7	50
Grade 8	48
Total Enrollment	408

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	5.6
Filipino	1.5
Hispanic or Latino	8.1
Native Hawaiian or Pacific Islander	0
White	78.7
Two or More Races	5.1
Socioeconomically Disadvantaged	0.7
English Learners	0
Students with Disabilities	5.1
Foster Youth	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 Basin Charter School	15-16	16-17	17-18
With Full Credential	24	24	23
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Loomis Union Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	141
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Loomis Basin Charter School	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

The school district held a public hearing on August 10, 2017 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, 2017 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, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	International Baccalaureate Framework - Primary Years Program accredited in 2010, Middle Years Program accredited in 2013 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	Bridges - Adopted 2014 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 Pearson/Prentice Hall - Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman - Adopted 2006 TCI- Adopted 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Sombrero Time - Adopted in 2009 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)

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: 3/2/2017

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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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 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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	79	75	78	75	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	77	70	65	62	48	48
Math	69	65	57	59	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	8	24	60
7	20	22	54

* 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 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	99	97	98.0	75.3
Male	59	59	100.0	81.4
Female	40	38	95.0	65.8
Hispanic or Latino	12	12	100.0	75.0
White	71	70	98.6	74.3

* 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 2016-17 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	289	286	98.96	70.28
Male	160	159	99.38	66.04
Female	129	127	98.45	75.59
Asian	15	14	93.33	85.71
Hispanic or Latino	19	19	100	52.63
White	230	229	99.57	69.87
Two or More Races	15	15	100	80
Students with Disabilities	17	17	100	35.29

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 2016-17 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	289	285	98.62	64.56
Male	160	158	98.75	67.09
Female	129	127	98.45	61.42
Asian	15	14	93.33	92.86
Hispanic or Latino	19	18	94.74	44.44
White	230	229	99.57	64.19
Two or More Races	15	15	100	73.33
Students with Disabilities	17	16	94.12	25

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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. 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. 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. The International Baccalaureate aims 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			
School	2014-15	2015-16	2016-17
Suspensions Rate		1.43	1.95
Expulsions Rate		0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.48	2.06	2.5
Expulsions Rate	0	0	0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
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)	
Counselor (Social/Behavioral or Career Development)	.30
Library Media Services Staff (Paraprofessional)	.50
Psychologist	.48
Nurse	.30
Speech/Language/Hearing Specialist	.40
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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	20	20	20	2	2	2						
1	20	20	20	2	2	2						
2	20	20	20	2	2	2						
3	20	20	20	2	2	2						
4	25	25	25				2	2	2			
5	25	25	25				2	2	2			
6	25	25	25				2	2	2			

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

Professional Development provided for Teachers

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 seven staff development days focused on curriculum, best practices, IB and student learning. Staff members at Loomis Basin Charter School also 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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,245	\$47,034
Mid-Range Teacher Salary	\$63,482	\$73,126
Highest Teacher Salary	\$88,395	\$91,838
Average Principal Salary (ES)	\$105,248	\$116,119
Average Principal Salary (MS)		\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$170,822	\$178,388
Percent of District Budget		
Teacher Salaries	38%	37%
Administrative Salaries	7%	6%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$ 6,585	\$ 323	\$ 6,262	\$ 58,307
District	♦	♦	\$ 6,315	\$67,298
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-5.2	-18.4
Percent Difference: School Site/ State			6.0	-24.8

* Cells with ♦ do not require data.

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 <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 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.