



Ophir Elementary STEAM Academy

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

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



Loomis Union Elementary School District

3290 Humphrey Road

Loomis, CA 95650

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www.loomis-usd.k12.ca.us

District Governing Board

Jim Foster, Area 1: Citrus Colony

Kelly Tomaszewski, Area 2: Loomis

Jacob Hardey, Area 3: Rock Springs

Todd Wilson, Area 4: Placer

Ann Baker, Area 5: Franklin

District Administration

Gordon Medd

Superintendent

Kevin Roche

**Assistant Superintendent -
Business Services**

Brittany Meyer

**Assistant Superintendent -
Educational Services**

School Description

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 230 students in kindergarten through eighth grade. 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 and the engineering design process (during and after school) students are actively involved within the school community of learners.

For the 2018-2019 school year, Ophir Elementary will focus on the continued student growth towards mastery of the California Common Core State Standards, as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Mathematics. With an emphasis on professional development, the continued implementation of the Multi-Tiered System of Support (MTSS) and ongoing collaboration, data analysis, high quality core instructional practices, targeted student supports and progress monitoring, all students will receive a rigorous instructional program that meets their individual needs.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	28
Grade 1	19
Grade 2	24
Grade 3	24
Grade 4	25
Grade 5	23
Grade 6	26
Grade 7	22
Grade 8	23
Total Enrollment	214

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	2.8
Asian	0.5
Filipino	0.9
Hispanic or Latino	12.6
White	79.9
Two or More Races	0.9
Socioeconomically Disadvantaged	24.8
English Learners	2.8
Students with Disabilities	17.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Ophir Elementary	17-18	18-19	19-20
With Full Credential	13	11	11
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	4	4

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

Teacher Misassignments and Vacant Teacher Positions at Ophir Elementary STEAM Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

The school district held a public hearing on September 5, 2019 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in September, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: September, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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 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

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

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: 2/4/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Building A Office/Multi/ Rooms 3, 15, 16 & 18: All buildings have accessibility issues to the playground. Building B Rooms 7-8: Relocatables 11, 12, 13 & 14: Relocatables 4, 5 & 6: Relocatables 9 & 10:
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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	66	62	66	69	50	50
Math	57	59	58	61	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	33.3	33.3	4.2
7	31.8	18.2	4.5

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	146	142	97.26	61.97
Male	83	79	95.18	53.16
Female	63	63	100.00	73.02
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	19	100.00	52.63
White	112	108	96.43	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	40	95.24	50.00
English Learners	--	--	--	--
Students with Disabilities	31	29	93.55	10.34

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	146	143	97.95	58.74
Male	83	80	96.39	57.50
Female	63	63	100.00	60.32
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	19	100.00	42.11
White	112	109	97.32	62.39
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	41	97.62	48.78
English Learners	--	--	--	--
Students with Disabilities	31	29	93.55	17.24

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

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 review, updating, monitoring and evaluation of the Comprehensive School Safety Plan and the Single School 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. If interested in participating in these opportunities, parents are encouraged to contact the main office at (530) 885-3495.

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 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 safety plan includes actions for ensuring student, staff and community members' safety during a disaster. Actions include procedures/processes in response to a variety of crises, the incident command system, evacuation and relocation destinations, staging areas, and recovery and aftermath. The Comprehensive School Safety Plan was last reviewed and updated on October 4, 2018.

Fire, lockdown, shelter in place, and earthquake drills are conducted on a regular basis throughout the school year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.7	3.3	1.4
Expulsions Rate	0.0	0.0	0.0

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

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Title	Ratio
Academic Counselor*	N/A

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.375
Psychologist	.4
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26		1		23		1		30		1	
1	18	1			23		1		21		1	
2	25		1		21		1		24		1	
3	22		1		24		1		24		1	
4	31		1		25		1		27		1	
5	28		1		26		1		25		1	
6	29		1		28		1		27		1	
Other**												

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	27	1		1	29		1	1	23	1	1	
Mathematics	27	1		1	29		1	1	23	1	1	
Science	27	1		1	29		1	1	23	1	1	
Social Science	27	1		1	29		1	1	23	1	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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	3

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 five staff development days during the 2017-2018 school year and three staff development days during the 2018-19 and 2019-20 school years. During these staff development days 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 areas related to our school wide focus of Science, Technology, Engineering, Arts and Mathematics (S.T.E.A.M.) to enhance student learning. Specifically, trainings have been offered in the following areas: Google Apps For Education (GAPE)/G-Suite, STEAM, the engineering design process, and computer programming/robotics. Staff meetings and professional learning communities serve as platforms to continue support throughout implementation.

Topics are determined through district identified needs (based upon the 8 state priorities of the Local Control Accountability Plan), parent/student/staff survey results, staff feedback from previous professional development days, and site determined needs assessment data.

FY 2017-18 Teacher and Administrative Salaries

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

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

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

Types of Services Funded

Special Education, Title 1 (at risk student support), Instructional Aide Support (kindergarten through second grade), English Language Development (ELD) support, 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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,539	\$1,290	\$6,249	\$68,212
District	N/A	N/A	\$6,996	\$71,955
State	N/A	N/A	\$7,506.64	\$77,619

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-11.3	-5.3
School Site/ State	-18.3	-12.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.