

# Loomis Union School District



# Franklin Elementary School

*"Team Franklin...  
Achieving Our Best"*

## 2007-08 School Accountability Report Card

**Serving Grades  
Kindergarten through  
Eighth**

7050 Franklin School Rd.  
Loomis, CA 95650  
Ph: (916) 652-1818

[www.loomis-usd.k12.ca.us](http://www.loomis-usd.k12.ca.us)

### Administration

Shawn Shaw,  
Principal

Paul Johnson,  
Superintendent

### School Board

Jim Foster,  
Area 1

Kurt Turner,  
Area 2

Jack Day,  
Area 3

Mike Edwards,  
Area 4

Tim Rudolph,  
Area 5

### District & School Profile

The Loomis Union School District is located in the City 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, serving students in kindergarten through eighth grade. Franklin School opened its doors for students in 1967. The school is proud to be educating students whose families have chosen the beauty of the Loomis Basin for their home. Franklin School students are fortunate to have a community-centered environment to grow up in. Parents and teachers focus on the needs of the students and work to continually better the "Franklin Community." At the beginning of the 2007-08 school year, 524 students were enrolled at Franklin Elementary. Student demographics are shown in the table.

#### Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	2.3%
American Indian	1.5%
Asian	0.8%
Caucasian	84.5%
Filipino	1.5%
Hispanic or Latino	2.5%
Pacific Islander	0.4%
Multiple or No Response	6.5%

### Discipline & Climate for Learning

Students at Franklin Elementary 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 school handbook. School to home communication occurs through teacher newsletters, email, websites, homework hotlines, school newsletters, and Parent Teacher Club newsletters.

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 & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	6	4	7	64	67	66
Suspension Rate	1.0%	0.7%	1.3%	3.0%	3.1%	3.1%
Expulsions	0	1	1	0	0	1
Expulsion Rate	0.0%	0.2%	0.2%	0.0%	0.0%	0.04%

### Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs available at Franklin Elementary include:

- Sports
- Plays
- Talent Shows
- Journalism Class
- Art Docent Program

## Student Recognition

The school recognizes and celebrates the achievements and successes of students and staff on a regular basis. Student achievement is recognized through Honor Roll Luncheons held for honor roll students and their parents. Students are also recognized through personal contacts from staff for positive reinforcement. The school also uses the *Caught Being Good* reward system.

## Class Size

The table indicates the average class size by grade level and subject taught, as well as the number of classes offered in reference to their enrollment. In addition to assistance from credentialed teachers, students may receive assistance in the classroom from parent volunteers, classroom aides, PALS, PETS, and cross-age tutoring.

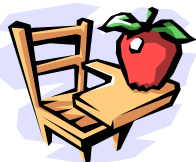
### Class Size Distribution

	Average Class Size			Classrooms Containing:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
By Grade Level												
K	19	20	20	2	2	2	-	-	-	-	-	-
1	20	20	19	2	3	3	1	-	-	-	-	-
2	17	20	20	3	2	2	-	-	-	-	-	-
3	19	19	20	4	4	3	-	-	-	-	-	-
4	30	30	28	-	-	-	2	2	2	-	-	-
5	28	31	31	-	-	-	3	2	2	-	-	-
6	27	30	31	-	-	-	3	3	2	-	-	-
K-3	-	-	18	-	-	1	-	-	-	-	-	-
By Subject Area												
English	29	29	29	-	-	-	9	9	8	-	-	-
Mathematics	28	29	29	-	-	-	8	9	8	1	-	-
Science	28	29	29	-	-	-	9	9	8	-	-	-
Social Science	28	29	29	-	-	-	9	9	8	-	-	-

## School Attendance & Enrollment

School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. More importantly, attendance is critical to academic achievement, and regular attendance is a priority at the school. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Parents are informed of absences through phone calls from the office staff and principal letters home when needed.

Students are referred to the Placer County School Attendance Review Board (SARB) when they have persistent attendance or behavior problems in school, and when normal avenues of classroom, school, and district counseling have proven ineffective.



### Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	38	40	40
1st	42	40	51
2nd	52	41	47
3rd	57	58	40
4th	59	61	55
5th	84	63	61
6th	80	91	61
7th	90	86	86
8th	87	94	83

## Curriculum Development

All curriculum development in the Loomis Union Elementary is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly to align with state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

The Curriculum Committee reviews the State Standards and Frameworks, establishes benchmarks and expectations in specific subject areas, develops proficiency tests, analyzes test results, and selects textbooks and supplementary teaching materials based on the state standards.

## Instructional Materials

Loomis Union School District held a public hearing on August 14, 2008, 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, as of October 2008.

### District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	English/ Language Arts	Houghton Mifflin	2002	Yes
6th-8th	English/ Language Arts	McDougal Littell	2002	Yes
6th-8th	History/Social Science	Holt	2006	Yes
K-5	History/Social Science	Scott Foresman	2006	Yes
6th-8th	Mathematics	McDougal Littell	2007	Yes
K-5	Mathematics	Saxon	2007	Yes
K-5	Science	Delta Education: Foss	2007	Yes
6th-8th	Science	Glencoe	2007	Yes

## Library Information

The school's library, staffed by a part-time Librarian, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library weekly with their classes. Upper grade students can also visit the library on an as needed basis. Five computer workstations within the library are connected to the Internet so students are able to access resources and information online. The library also contains a video library.

### Additional Internet Access & Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Loomis and Penryn branches of the Placer County Public Library, which contain numerous computer workstations. Please visit [www.placer.ca.gov/departments/library.aspx](http://www.placer.ca.gov/departments/library.aspx) for more information.

## Computer Resources

All classrooms are connected to the Internet and have between one and five computers, depending on grade level. The school also has a computer lab with 30 computers and is staffed by teachers. Students are trained on the following software programs: Microsoft Word and Photoshop.

Computer Resources			
	05-06	06-07	07-08
Computers	105	102	102
Students per computer	5.6	5.6	5.1
Classrooms connected to Internet	24	24	24

## Counseling & Support Staff

It is a goal of Franklin Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:524. The table lists the support service personnel available at Franklin Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Librarian	1	1.0
Nurse	1	0.2
Psychologist	2	As Needed
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
Speech and Language Specialist	1	0.5

## Individualized Instruction

Franklin Elementary provides additional services for students with special needs, as identified by an Individualized Education Plan (IEP). A Resource Specialist Program Teacher works with students on a pull-out and push-in basis. A Speech and Language Specialist assists students on a pull-out basis. The school also offers some SDC services as well as counseling by a psychologist, when needed.

English Language Learner (EL) students are provided 30 minutes of daily English Language Development (ELD) instruction within their classes. Students also work with the District EL Coordinator on a pull-out basis.

The school also offers a Gifted and Talented Education (GATE) program to students who qualify. GATE students receive specialized instruction through a cluster program.

Students who require additional homework assistance have access to lunchtime and after school tutoring.

## Parent Involvement

Parents and the community are very supportive of the educational program at Franklin Elementary. Parents are very active at the school site, participating in the Parent Teacher Club which supports the school's Art Docent, Science Docent, and Garden Docent Programs. Parents can also partake in the Curriculum Enrichment and Campus Improvement Committees.

## Contact Information

Parents and community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school's office at 916-652-1818.

## Teacher Assignment

Loomis Union School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Franklin Elementary had 24 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			District 07-08
	School 05-06	School 06-07	School 07-08	
Fully Credentialed	27	25	24	101
Without Full Credentials	0	0	0	1
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2008-09 school year, the most current data available is reported.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

## Staff Development

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 offers three staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.



## Student Achievement & Testing

A comprehensive assessment and accountability plan has been developed to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing & Reporting) Program, the district's performance assessments, and classroom tests are utilized to determine whether each student is performing below, at, or above grade-level standards. The district administers criterion-referenced, state standards-based tests every six to eight weeks in writing and math. In addition, the district uses trimester benchmark assessments in core subjects at all grade levels to provide an additional tool for measuring student performance.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	9	
Similar Schools Rank	10	9	8	
<b>All Students</b>				
Actual Growth	7	-6	8	893
<b>Caucasian</b>				
Actual Growth	4	-6	12	899

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the AYP chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
<b>Met AYP Criteria</b>	<b>English - Language Arts</b>	<b>Mathematics</b>	<b>English - Language Arts</b>	<b>Mathematics</b>
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

## Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## Physical Fitness

In the spring of each year, Franklin Elementary is required by the state to administer a physical fitness test to all students in grades five and seven. The Physical Fitness Test measures each student's ability to perform fitness tasks in six fitness areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ). For the 2007-08 school year, 46.7% of all fifth graders and 54.3% of all seventh graders at Franklin Elementary met the standards in all six fitness areas.

## Data Sources

Data within the SARC was provided by the district, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a dynamic search engine, maintained by the California Department of Education (CDE) that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in Language Arts, Math, Social Science, and Science, for the most recent three-year period, is shown. *Summative scores are not shown for eighth grade Math and Science is only available for fifth and eighth grades. For results on course specific tests, please see <http://star.cde.ca.gov>.*

California Standards Test (CST)																					
Combined % of Students Scoring at Proficient and Advanced Levels																					
	Language Arts						Math						Science		Social Science						
	6		7		8		6		7		8		8		8						
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																					
School	79	76	83	78	72	81	78	76	79	83	80	84	85	66	76	62	58	72	57	42	42
District	72	72	75	77	73	77	73	74	71	79	77	76	80	72	74	55	61	66	52	55	39
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
Males																					
School	76	72	83	74	64	85	73	71	67	86	74	86	81	64	82	69	59	77	67	39	45
District	64	68	73	72	64	73	70	70	62	80	72	78	81	66	76	63	64	66	58	54	43
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
Females																					
School	82	80	83	86	83	79	86	82	94	79	84	83	89	68	73	51	55	64	43	45	37
District	80	76	79	82	86	82	77	79	81	78	81	74	77	81	74	46	57	64	45	56	34
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
Caucasian																					
School	83	79	83	80	76	85	79	76	81	85	83	85	86	70	79	62	59	73	56	42	43
District	74	72	77	78	74	78	76	75	71	79	77	79	81	73	75	56	64	66	53	56	39
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts						Math						Science														
	2		3		4		5		2		3		4		5												
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08									
All Students																											
School	61	83	60	65	65	68	83	89	84	82	78	82	71	88	71	88	77	81	79	79	84	72	83	77	57	70	86
District	67	76	66	63	60	62	77	81	78	72	67	71	81	86	76	84	84	83	79	82	83	75	74	74	55	64	70
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	54	73	62	65	52	56	75	91	78	74	77	83	67	88	81	91	70	78	79	79	87	69	83	81	63	77	94
District	62	67	66	59	54	60	74	77	73	66	62	67	82	84	78	86	82	85	76	81	82	72	76	73	58	68	74
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	68	59	65	76	92	90	85	88	86	78	81	75	86	86	59	83	86	85	81	78	81	76	81	73	52	63	73
District	75	86	66	67	69	66	82	84	86	78	70	76	80	89	74	82	87	83	82	83	84	79	72	76	52	58	66
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Caucasian																											
School	62	86	62	63	68	69	83	88	83	84	76	82	72	89	76	87	76	83	81	77	83	75	81	75	60	69	84
District	67	78	70	63	62	66	79	79	80	73	68	72	82	87	79	84	83	86	79	80	83	76	74	74	56	66	71
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.



## School Facilities

Franklin Elementary was originally constructed in 1967 and is comprised of 19 classrooms, 11 portable classrooms, a library/media center, a gym/multipurpose room, a staff/work room, a computer lab, and a cafeteria. School facilities are all up-to-date, clean, safe, and provide adequate space for students and staff.

### Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

### Maintenance and Repair

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 below displays the results of the most recent school facilities inspection provided by the district in June 2008. 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 Conditions				
Date of Last Inspection: 06/02/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year the district allocated \$92,057 for deferred maintenance program. This represents 0.6% of the district's general fund budget. A complete list of the district's deferred maintenance projects can be obtained at the district office.

## Safe School Plan

The safety of students and staff is a primary concern at Franklin Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in the summer of 2007 by the School Safety Committee and reviewed with staff at the start of the school year. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held three times a 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.

## School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from elementary school districts having 1,000 to 4,999 average daily attendance throughout the state. The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2006-07 financial statements, which is the most recent data available from the State of California).

Average Teacher Salaries	
School & District	
School	\$59,415
District	\$58,401
Percentage of Variation	1.73%
School & State	
All Elementary School Districts	\$61,488
Percentage of Variation	3.38%

## Teacher & Administrative Salaries as a Percentage of Total Budget

The following table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at [www.ed-data.k12.ca.us](http://www.ed-data.k12.ca.us).

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$36,950	\$39,773
Mid-Range Teachers	\$55,525	\$61,167
Highest Teachers	\$75,801	\$78,093
Elementary School Principals	\$89,155	\$97,851
Middle School Principals	-	\$102,064
High School Principals	-	-
Superintendent	\$137,502	\$140,582
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.8%	41.0%
Administrative Salaries	6.4%	5.9%

## District Expenditures & Services Funded

Loomis Union School District spent an average of \$6,441 to educate each student (based on 2006-07 audited financial statements). The figures shown in the Expenditures Per Pupil table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. This calculation is required by law annually and compared with other districts statewide.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,701
From Restricted Sources	\$297
From Unrestricted Sources	\$4,404
District	
From Unrestricted Sources	\$0
Percentage of Variation between School & District	N/A
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	16.91%

In addition to general state funding, the district receives state and federal funding for the following categorical, special education, and support programs:

- TUPE
- Economic Impact Aid
- Title VI
- SDFSC

