# Ferris Spanger Elementary School
## 2024-2025 School Accountability Report Card
## (Published During the 2025-2026 School Year)

## General Information about the School Accountability Report Card (SARC)

| SARC Overview | 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 and access to prior year reports, 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 the 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. |
| 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). |
| California School Dashboard | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| 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. |

## 2025-26 School Contact Information

| | |
|---|---|
| **School Name** | Ferris Spanger Elementary School |
| **Street** | 699 Shasta St. |
| **City, State, Zip** | Roseville, CA 95678 |
| **Phone Number** | 916-771-1820 |
| **Principal** | Kenneth Kikosicki |
| **Email Address** | kkikosicki@rcsdk8.org |
| **School Website** | www.rcsdk8.org |
| **Grade Span** | K-5 |
| **County-District-School (CDS) Code** | 31-66910-6109482 |

## 2025-26 District Contact Information

| | |
|---|---|
| **District Name** | Roseville City School District |
| **Phone Number** | (916) 771-1600 |
| **Superintendent** | Derk Garcia |
| **Email Address** | |
| **District Website** | www.rcsdk8.org |

## 2025-26 School Description and Mission Statement

Spanger Elementary School is located in the city of Roseville and is one of twenty-one schools in the Roseville City School District. Spanger School opened in the fall of 1990. The school serves approximately 314 students in grades TK through Fifth Grade.

VISION
Spanger is where dreams become reality! Administration, teachers, staff, and families will maximize learning opportunities so all students can achieve their highest potential and become life-long learners.

MISSION
We will provide every student with an educational experience that is rigorous, relevant, and rooted in meaningful relationships. Each student will play an active role in their journey toward College and Career Readiness.

Spanger Elementary School Staff will:
-Nurture trust among home and community through shared responsibility for student success.
-Utilize PLC's as an opportunity to support one another and refine our teaching practices.
-Make time for teachers to observe the practices of peers.

# About this School

## 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 55 |
| Grade 1 | 41 |
| Grade 2 | 52 |
| Grade 3 | 49 |
| Grade 4 | 47 |
| Grade 5 | 57 |
| Total Enrollment | 301 |

## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 48.2 |
| Male | 51.8 |
| Asian | 1.3 |
| Black or African American | 3.3 |
| Filipino | 0.7 |
| Hispanic or Latino | 35.9 |
| Two or More Races | 7.3 |
| White | 51.5 |
| English Learners | 8.3 |
| Foster Youth | 0.3 |
| Homeless | 2.7 |
| Socioeconomically Disadvantaged | 61.8 |
| Students with Disabilities | 20.9 |

## 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.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 17.5 | 94.24 | 517.1 | 93.46 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 1 | 0.18 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0 | 0 | 4.3 | 0.78 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.4 | 2.64 | 16.3 | 2.96 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 0.5 | 3.01 | 14.4 | 2.61 | 15831.9 | 5.67 |
| Total Teaching Positions | 18.5 | 100 | 553.3 | 100 | 279044.8 | 100 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 15.9 | 91.2 | 510.7 | 93.72 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 1 | 0.18 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0 | 0 | 6.5 | 1.2 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 15.3 | 2.81 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 1.5 | 8.74 | 11.3 | 2.08 | 14303.8 | 5.15 |
| Total Teaching Positions | 17.5 | 100 | 544.9 | 100 | 277698 | 100 |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 15.9 | 93.76 | 527.4 | 93.77 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 1.3 | 0.24 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0 | 0 | 7.3 | 1.3 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 14.1 | 2.51 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 1 | 6.24 | 12.2 | 2.18 | 13705.8 | 4.91 |
| Total Teaching Positions | 16.9 | 100 | 562.5 | 100 | 278927.1 | 100 |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| Permits and Waivers | 0.00 | 0 | 0 |
| Misassignments | 0.00 | 0 | 0 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0 | 0 |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.30 | 0 | 0 |
| Local Assignment Options | 0.10 | 0 | 0 |
| Total Out-of-Field Teachers | 0.40 | 0 | 0 |

## Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 | 0 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 0 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 25, 2025, 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.

| Year and month in which the data were collected | August 2025 |
|---|---|

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|---|
| **Reading/Language Arts** | Benchmark Advance 2024 | 0 |
| **Mathematics** | Houghton Mifflin - Harcourt Expressions 2015 | 0 |
| **Science** | Discovery Education 2020 | 0 |
| **History-Social Science** | TCI Social Studies Alive 2025 | 0 |

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

## School Facility Conditions and Planned Improvements

General
The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Office.

Maintenance and Repairs:
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District annually inspects wheelchair lifts, tests fire extinguishers, inspects and services all playground backboards, replaces bark on playgrounds and landscaping, and services HVAC units.

School Facility Repair Status:
Overall Summary-Exemplary

## School Facility Conditions and Planned Improvements

The inspection included a check of possible gas leaks, mechanical systems, interior and exterior doors and windows, interior surface areas, structural damage, electrical, playground equipment, and hazardous materials. In all areas this school passed inspection.

Cleaning Process and Schedule:
The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:
The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Since 2008-2009 the State has suspended the program due to State Budget Reductions. The District still maintains its own program.

| Year and month of the most recent FIT report | 11/2025 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | X | | | |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **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 | | | Concrete is lifting on the sidewalk near room 17 . |

## Overall Facility Rate

| 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

**College and Career Ready**
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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 39 | 54 | 56 | 58 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 41 | 47 | 49 | 51 | 35 | 37 |

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 154 | 151 | 98.05 | 1.95 | 54.30 |
| Female | 72 | 69 | 95.83 | 4.17 | 50.72 |
| Male | 82 | 82 | 100.00 | 0.00 | 57.32 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 49 | 47 | 95.92 | 4.08 | 44.68 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 86 | 85 | 98.84 | 1.16 | 60.00 |
| English Learners | 12 | 11 | 91.67 | 8.33 | 27.27 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 97 | 95 | 97.94 | 2.06 | 45.26 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 30 | 30 | 100.00 | 0.00 | 30.00 |

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| CAASPP<br>Student Groups | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|---|---|---|---|---|
| All Students | 154 | 152 | 98.70 | 1.30 | 46.71 |
| Female | 72 | 70 | 97.22 | 2.78 | 38.57 |
| Male | 82 | 82 | 100.00 | 0.00 | 53.66 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 49 | 48 | 97.96 | 2.04 | 29.17 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 86 | 85 | 98.84 | 1.16 | 56.47 |
| English Learners | 12 | 12 | 100.00 | 0.00 | 8.33 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 97 | 96 | 98.97 | 1.03 | 36.46 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 30 | 30 | 100.00 | 0.00 | 13.33 |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 21.05 | 45.83 | 43.48 | 43.52 | 30.73 | 32.33 |

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 55 | 53 | 96.36 | 3.64 | 41.51 |
| Female | 25 | 23 | 92.00 | 8.00 | 47.83 |
| Male | 30 | 30 | 100.00 | 0.00 | 36.67 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 18 | 17 | 94.44 | 5.56 | 41.18 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 29 | 28 | 96.55 | 3.45 | 42.86 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 31 | 30 | 96.77 | 3.23 | 36.67 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 12 | 12 | 100.00 | 0.00 | 8.33 |

## B. Pupil Outcomes

## 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.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas.  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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 5 | 100% | 100% | 98% | 100% | 98% |

| 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 regarding the school district and at each school site. |

## 2025-26 Opportunities for Parental Involvement

Parents are an integral part of the decision-making process through participation in advisory roles on the School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Club (PTC) , and the
home and school connection. Parents are also involved at Spanger in the following areas: Art Docent Program, Garden Docent Program, Classroom Volunteers, Noon Supervisors, Annual Back-to-School Night in the fall, Annual Open House in the spring, and monthly PTC meetings that support annual activities such as Book Fairs, Dance-A-Thon, Pancakes and PJ Breakfast, Movie Nights, and Spartan Day. To learn more about parent involvement opportunities, please call the school office at (916)771-1820.

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
| --- | --- | --- | --- | --- |
| All Students | 322 | 317 | 32 | 10.1 |
| Female | 152 | 151 | 16 | 10.6 |
| Male | 170 | 166 | 16 | 9.6 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | 11 | 11 | 4 | 36.4 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 117 | 114 | 12 | 10.5 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 23 | 23 | 1 | 4.3 |
| White | 164 | 162 | 13 | 8.0 |
| English Learners | 28 | 26 | 3 | 11.5 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 11 | -- | -- | -- |
| Socioeconomically Disadvantaged | 207 | 202 | 28 | 13.9 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 79 | 79 | 12 | 15.2 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| C. Engagement | 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

## Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0.91 | 2.36 | 0.93 | 1.68 | 2.51 | 2.04 | 3.6 | 3.28 | 2.94 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0.01 | 0.02 | 0.08 | 0.08 | 0.07 | 0.06 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0.93 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 1.76 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 9.09 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 1.22 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.45 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 1.27 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Spanger Elementary School has a Comprehensive School Safety Plan that was developed with input from staff and parents. It was reviewed and approved by the School Site Council on December 16, 2025, and will be submitted to the board for final approval in February. Our Safety Plan includes an assessment of the current status of school crime, procedures to notify teachers of dangerous pupils, disaster procedures, child abuse reporting procedures, rules and procedures on school discipline, school-wide dress code, policies regarding actions that would lead to suspension/expulsion, sexual harassment policy, procedures for the safe ingress and egress of pupils and other safe school strategies. Spanger Elementary School has a fully trained and functioning Crisis Response Team. The team consists of staff members trained to respond to evacuation, lockdown, and earthquake emergencies. We have procedures developed for the safe and orderly release of students in the event of a crisis. Crisis Response drills are practiced monthly. Our Crisis Response Plan was developed to coordinate with local law enforcement, the fire department, and the community in order to communicate and work as a team with these agencies in an emergency.

## D. Other SARC Information

## Information Required in the SARC

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class).  The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 18 | 7 | 11 | 0 |
| 1 | 20 | 2 | 12 | 0 |
| 2 | 19 | 2 | 12 | 0 |
| 3 | 35 | 0 | 7 | 5 |
| 4 | 12 | 12 | 6 | 0 |
| 5 | 19 | 11 | 6 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 16 | 1 | 1 | 0 |

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class).  The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 14 | 11 | 6 | 0 |
| 1 | 19 | 4 | 12 | 0 |
| 2 | 17 | 5 | 12 | 0 |
| 3 | 15 | 6 | 12 | 0 |
| 4 | 19 | 6 | 12 | 0 |
| 5 | 15 | 10 | 6 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 3 | 1 | 0 | 0 |

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class).  The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 18 | 14 | | |
| 1 | 14 | 20 | | |
| 2 | 18 | 6 | 14 | |
| 3 | 25 | | 14 | |
| 4 | 17 | 12 | 7 | |
| 5 | 20 | 11 | | |
| Other | 12 | 3 | | |

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

| Title | Ratio |
|---|---|
| **Pupils to Academic Counselor** | 0 |

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school.  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.  The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|---|
| **Counselor (Academic, Social/Behavioral or Career Development)** | |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | 1.5 |
| **Resource Specialist (non-teaching)** | |
| **Other** | |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $17,959 | $7,222 | $10,738 | $147,914 |
| District | N/A | N/A | $10,575 | $131,673 |
| Percent Difference - School Site and District | N/A | N/A | 1.5 | 40.8 |
| State | N/A | N/A | $11,146 | $101,700 |
| Percent Difference - School Site and State | N/A | N/A | -0.3 | 42.2 |

## Fiscal Year 2024-25 Types of Services Funded

The annual funding plan focuses on providing students with the materials, tools, and experiences necessary to enrich their education. Goals and progress are reviewed annually, both as a staff and in collaboration with community partners, to focus on our students' needs when planning the budget. This process ensures that funding decisions are responsive to the evolving needs of our students and aligned with our overall mission of academic achievement. Funding is allocated to key areas that directly impact student success and well-being. This includes the purchase of supplemental curriculum resources that enhance core instruction, providing professional learning time for staff to collaborate and refine their teaching practices, and acquiring materials that contribute to a safe, inclusive, and positive learning environment.

Currently, funds are allocated for providing intervention and enrichment opportunities that align with the CA State Standards for both Math and ELA. Additionally, the school focuses on providing a safe, nurturing, and welcoming environment for students through work within PBIS Tiered supports and California Integrated Supports Projects through PCOE.

The thoughtful and intentional planning surrounding the use of funds reflects our commitment to continuous improvement and to ensuring that every student has the tools and support they need to succeed.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| Beginning Teacher Salary | $53,584 | $61,597 |
| Mid-Range Teacher Salary | $104,574 | $98,902 |
| Highest Teacher Salary | $121,753 | $126,340 |
| Average Principal Salary (Elementary) | $138,129 | $158,383 |
| Average Principal Salary (Middle) | $162,430 | $165,207 |
| Average Principal Salary (High) | | $162,237 |
| Superintendent Salary | $275,600 | $288,332 |
| Percent of Budget for Teacher Salaries | 39.17% | 31.29% |
| Percent of Budget for Administrative Salaries | 5.66% | 5.38% |

## Professional Development

In alignment with the Roseville City School District's board goals, the Professional Development Advisory Committee (PDAC) developed a comprehensive three-year professional development plan for the District. Staff participate in four districtwide professional development days that include both district and site-based sessions focused on advancing site goals within the district's overall priorities.

Areas of professional development at Spanger include Restorative Practices Training, iReady training to support assessment, computer adaptive lesson support, data analysis, training to support curriculum development (e.g., Best practices for Tier 1 and Tier small groups), Positive Behavior Intervention Support (PBIS), and California Integrated Supports Project (CA-ISP).

CA-ISP is a statewide professional learning effort funded through the California MTSS Framework (Multi-Tiered System of Supports) initiative. Its purpose is to enhance implementation of MTSS in California by building professional capacity in areas such as culturally relevant practices, trauma-informed approaches, social-emotional learning (SEL), behavior supports, and inclusive academic practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 7 | 7 | 4 |