

Ferris Spanger Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Ferris Spanger Elementary School
Street	699 Shasta St.
City, State, Zip	Roseville, CA 95678
Phone Number	916-771-1820
Principal	Manny Villalpando
Email Address	mvillalpando@rcsdk8.org
Website	www.rcsdk8.org
County-District-School (CDS) Code	31-66910-6109482

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

School Description and Mission Statement (School Year 2019-20)

Spanger Elementary School is located in the city of Roseville and is one of nineteen schools in the Roseville City School District. Spanger School opened in the fall of 1990. The school serves approximately 415 students in grade 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 relationship. Each student will play an active role in their journey towards College and Career Readiness.

Spanger Elementary School Staff will:

- Nurture trust among home and community through shared responsibility for student success.
- Engage in year round cycles of inquiry, evidence based dialogue.
- Utilize PLC's as an opportunity to support one another and refine our teaching practices.
- Make time for teachers to observe practices of peers.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	90
Grade 1	63
Grade 2	76
Grade 3	66
Grade 4	64
Grade 5	56
Total Enrollment	415

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.5
Asian	2.4
Filipino	1.2
Hispanic or Latino	29.4
Native Hawaiian or Pacific Islander	0.2
White	57.1
Two or More Races	6
Socioeconomically Disadvantaged	38.8
English Learners	8
Students with Disabilities	14
Homeless	1.4

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	21	21	495
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	51

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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)

Year and month in which data were collected: 9/12/19

Roseville City Elementary held a public hearing on September 6, 2018, 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark	Yes	0
Mathematics	Houghton Mifflin 2015	Yes	0
Science	Science MacMillan/ McGraw Hill 2006	Yes	0
History-Social Science	History/Social Science Pearson Scott Foresman 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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-Good

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 12/2019

System Inspected	Rating	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	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	55	56	64	65	50	50
Mathematics (grades 3-8 and 11)	43	41	53	53	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	175	172	98.29	1.71	56.40
Male	91	89	97.80	2.20	59.55
Female	84	83	98.81	1.19	53.01
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	48	100.00	0.00	45.83
Native Hawaiian or Pacific Islander					
White	103	100	97.09	2.91	57.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	11	11	100.00	0.00	72.73
Socioeconomically Disadvantaged	83	80	96.39	3.61	45.00
English Learners	18	18	100.00	0.00	27.78
Students with Disabilities	21	20	95.24	4.76	10.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	175	170	97.14	2.86	41.18
Male	91	88	96.70	3.30	48.86
Female	84	82	97.62	2.38	32.93
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	48	100.00	0.00	29.17
Native Hawaiian or Pacific Islander					
White	103	99	96.12	3.88	42.42
Two or More Races	11	11	100.00	0.00	45.45
Socioeconomically Disadvantaged	83	78	93.98	6.02	24.36
English Learners	18	17	94.44	5.56	29.41
Students with Disabilities	21	20	95.24	4.76	15.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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.

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)

Parents are an integral part of decision-making through participation in a leadership role on the School Site Council and the Home and School Connection. Parents are also involved at Spanger in the following areas: After School Enrichment and Wellness Center, Art Docent Program, Classroom Volunteers, Noon Supervisors, Annual Back-to-School Night in the fall, Annual Open House in the spring, Monthly PTC meetings, School Site Council meetings and support for annual activities such as Book Fairs, Dance-A-Thon, Pancakes and PJ Breakfast, Movie Nights, Sweetheart Dance, Mommy Son Night Out and Skate Nights.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.7	0.9	1.8	3.2	3.2	2.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Spanger Elementary School has a Comprehensive School Safety Plan that was developed with input from staff and parents. The plan is reviewed by February 1st every year by staff and School Site Council. 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 which would lead to suspension/expulsion, sexual harassment policy, procedures for the safe ingress and egress of pupils and other safe school strategies. Spanger 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 event. Crisis Response drills are practiced monthly. Our Crisis Response Plan was developed to coordinate with local law enforcement, fire department, and the community in order to communicate and work as a team with these agencies in an emergency.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	18		16	24	1		19	8	18	
1	22		18		25		18		24		12	
2	24		12		22		18		20	6	18	
3	23	1	18		21	6	12		21	12	6	
4	26		12		25	1	12		31		12	
5	25	6	18		23	6	12		27		12	
Other**	9	6							7	6		

*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.

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

Title	Ratio
Academic Counselors*	.0

*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,636	\$3,286	\$7,350	\$81,480
District	N/A	N/A	\$6,998	\$83,683
Percent Difference - School Site and District	N/A	N/A	4.9	-2.7
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	20.4	3.2

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.

Types of Services Funded (Fiscal Year 2018-19)

The annual funding plan concentrates on providing students with materials, tools and experiences to enrich their education. Goals and progress are reviewed annually as a staff, to focus on our student needs when planning the budget. Currently this has been focused on providing technology access and enrichment opportunities that align with the Common Core State Standards.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,144	\$45,741
Mid-Range Teacher Salary	\$84,200	\$81,840
Highest Teacher Salary	\$98,032	\$102,065
Average Principal Salary (Elementary)	\$120,297	\$129,221
Average Principal Salary (Middle)	\$131,327	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$210,286	\$224,581
Percent of Budget for Teacher Salaries	44%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

In alignment with the Roseville City School District board goals, the Professional Development Advisory Committee (PDAC) plan was developed to create a comprehensive three-year professional development plan for the District. Training is provided to administrators and teachers that align with this plan during four professional development days. In addition, the school sites are provided three additional professional development days to focus on school site goals.

Other areas of professional development at Spanger include: iReady training to support assessment, computer adaptive lesson support, and data analysis, training to support curriculum development, and Positive Behavior Intervention Support (PBIS).