

Spanos (Alex G.) Elementary

536 South California St. • Stockton, CA 95203 • (209) 933-7335 • Grades K-8

Danielle Valtierra, Principal
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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Stockton Unified School District

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District Governing Board

Cecilia Mendez
Andrea Burrise
Kathleen Garcia
Lange P. Luntao
Maria Mendez
Angela Phillips
Steve Smith

District Administration

Dan Wright, Acting Superintendent
Superintendent
Dr. Ward Andrus
**Assistant Superintendent,
Educational Services**

School Description

At Spanos Elementary we are guided by our mission statement of "All students learn at the highest levels and are inspired to become life-long learners." At Spanos School we,

- Collaborate around common data to implement best practices.
- Facilitate purposeful learning which leads to high achievement.
- Foster strong community connections which creates a welcoming, respectful, and safe learning environment.

Mastery of Common Core grade level standards in reading, writing, and mathematics forms the foundation of the instructional programs. Science, social studies, physical education and visual and performing arts rounds out our curriculum.

We are proud to offer our students the opportunity to visit the computer lab weekly, and students in grades K, 3rd - 8th grade have classroom sets of laptops. We continue to grow our collection of library books each year, to ensure that our students have access to multiple genres and endless choice of titles to enjoy.

We also continue to build strong collaboration and partnerships with our parents and families of the students we teach. Your involvement and participation is needed and valued. Communication is a vital component to the success of our students. School wide communication folders go home each Wednesday and weekly information can be found in this communicator, our website and on the marquee in the front of our school. For more information, pictures, and celebratory news, please continue to view our Alex G. Spanos Elementary School web site at <http://www.stocktonusd.net/Spanos> as it is updated regularly. We look forward to working with you to create new opportunities and new accomplishments for our students this year.

Danielle Valtierra, Principal

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	72
Grade 1	58
Grade 2	58
Grade 3	58
Grade 4	64
Grade 5	63
Grade 6	60
Grade 7	31
Grade 8	31
Total Enrollment	495

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	0.4
Asian	1.6
Filipino	1.2
Hispanic or Latino	90.7
Native Hawaiian or Pacific Islander	0
White	1
Two or More Races	0.6
Socioeconomically Disadvantaged	94.1
English Learners	52.3
Students with Disabilities	7.5
Foster Youth	0.2

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			
Spanos (Alex G.) Elementary	15-16	16-17	17-18
With Full Credential	18	19	19
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Spanos (Alex G.) Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials Year and month in which data were collected: September 23, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>FOSS (Full Option Science System) Adopted in 2007</p> <p>CK-12 Earth Science Adopted in 2016</p> <p>CK-12 Life Science Adopted in 2016</p> <p>CK-12 Physical Science Adopted in 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>K-5 Scott Foresman Adopted in 2006</p> <p>6-8 Glencoe: Discovering Our Past Adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science Laboratory Equipment	<p>N/A The textbooks listed are from most recent adoption: N/A</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our buildings are seven years old and they are in excellent condition. A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works directly with the custodial staff to develop regular cleaning schedules to ensure a clean, safe and orderly school.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/21/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces		X			Multipurpose kitchen: flooring in multipurpose lifting, rips on walls. rm 7: flooring lifting, loose sensor on ceiling
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical		X			rm 7: flooring lifting, loose sensor on ceiling
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	18	21	25	26	48	48
Math	18	22	21	20	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	25	9	29	30	56	54

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

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.8	23.4	12.5

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

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	96	95	99.0	9.5
Male	43	42	97.7	7.1
Female	53	53	100.0	11.3
Hispanic or Latino	89	88	98.9	8.0
Socioeconomically Disadvantaged	74	73	98.7	9.6
English Learners	39	39	100.0	2.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	312	307	98.4	20.52
Male	158	155	98.1	18.06
Female	154	152	98.7	23.03
Black or African American	15	15	100	6.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	281	276	98.22	21.01
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	294	289	98.3	20.42
English Learners	218	213	97.71	19.25
Students with Disabilities	34	33	97.06	3.03
Students Receiving Migrant Education Services	12	11	91.67	54.55
Foster Youth	--	--	--	--

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

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

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

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	312	310	99.36	22.26
Male	158	157	99.37	23.57
Female	154	153	99.35	20.92
Black or African American	15	15	100	6.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	281	279	99.29	23.66
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	294	292	99.32	22.95
English Learners	218	216	99.08	23.15
Students with Disabilities	34	33	97.06	6.06
Students Receiving Migrant Education Services	12	12	100	33.33
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Parent support and involvement continue to be important aspects of the success at Spanos Elementary. We welcome parents as true partners in their child's learning experience and we provide many opportunities for training and involvement through the following programs:

School Site Council & District Advisory Council

After School Programs

English Learner Parent Involvement Committee (ELPIC)

Parent-Teacher Association (PTA)

Parent Coffee Hour workshops

Student Assistance Program (SAP) and Student Study Team (SST)

Parent Nights: Family functions with academic and extra-curricular emphasis

Partnership with Chaplain Bob and the Center

Quarterly Academic Meeting with Parent and Teacher (AMPT)

We believe that parents and guardians can support the learning environment of the school and their students by:

Monitoring attendance

Monitoring completion of homework

Monitoring and regulating television viewing

Volunteering in the classroom

Attending school functions

Encouraging your child to do their best work

Providing a quiet place for your child to their homework

Communicating regularly with your child's teacher

To learn more about becoming a part of the school community and participating, please call the school's office.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school’s custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan, which is reviewed yearly by the staff and the School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The School Safety Plan was last reviewed in January 2015. The school’s Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

Every effort is made to ensure students are monitored while on campus throughout the day. Yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. The playground is safe for all students. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

A copy of our Comprehensive School Safety Plan can be obtained from the office.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	7.7	5.5	5.1
Expulsions Rate	0.0	0.2	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	9.4	9.4	7.6
Expulsions Rate	0.1	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	50	
Percent of Schools Currently in Program Improvement	86.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.43
Psychologist	0.20
Social Worker	0.10
Nurse	0.20
Speech/Language/Hearing Specialist	0.50
Resource Specialist	1.00
Other	2.00
Average Number of Students per Staff Member	
Academic Counselor	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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	24	23	24				3	6	6			
1	25	28	26	2	1	2	2	5	4			
2	24	27	26	2	2	2	2	4	4			
3	25	28	29	2	2		2	10	7			
4	28	29	31	1	2		2	10	7	1		
5	30	30	31	2	2		6	5	7	4	5	
6	28	29	30	2	2		10	10	7			

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

Professional Development provided for Teachers

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASPP state assessment implemented in spring of 2015.

Our professional development for the past two years has been on Professional Learning Communities and reading instruction. During the 14-15 school year, our teachers received full-day training in CAFE strategies; Comprehension, Accuracy, Fluency and Extending vocabulary. Additionally, onsite coaching was provided 3 days per week to support the training. A team of teachers also attended a 3-day Professional Learning Center conference during the 2015 and 2016 summer, and we will provide on-going training to the entire staff during the 2016 school year.

On-going teacher support is provided through site-based instructional coaching, staff PLC collaboration meetings, and data team meetings.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,548	\$47,808
Mid-Range Teacher Salary	\$67,772	\$73,555
Highest Teacher Salary	\$85,377	\$95,850
Average Principal Salary (ES)	\$117,335	\$120,448
Average Principal Salary (MS)		\$125,592
Average Principal Salary (HS)	\$124,976	\$138,175
Superintendent Salary	\$241,638	\$264,457
Percent of District Budget		
Teacher Salaries	32%	35%
Administrative Salaries	5%	5%

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

Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (B TSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6141.54	692.67	5448.86	74856.89
District	◆	◆	7247.82	\$68,852
State	◆	◆	\$6,574	\$79,228
Percent Difference: School Site/District			-24.8	8.7
Percent Difference: School Site/ State			-17.1	-5.5

* Cells with ◆ do not require data.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.