



Spanos (Alex G.) Elementary

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

Danielle Valtierra, Principal

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<https://www.stocktonusd.net/Spanos>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Stockton Unified School District

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District Governing Board

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AngelAnn Flores
Kathleen Garcia
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District Administration

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Superintendent
Dr. Reyes Gauna
**Assistant Superintendent of
Educational Support Services**
Craig Wells
**Assistant Superintendent of
Human Resources**
Sonjhia Lowery
**Assistant Superintendent of
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 work one-to-one with Chromebooks during the instructional day. 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 <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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	70
Grade 1	54
Grade 2	55
Grade 3	54
Grade 4	65
Grade 5	63
Grade 6	64
Grade 7	29
Grade 8	31
Total Enrollment	485

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	0.4
Asian	2.3
Filipino	1.2
Hispanic or Latino	90.5
Native Hawaiian or Pacific Islander	0.0
White	1.4
Socioeconomically Disadvantaged	95.1
English Learners	48.0
Students with Disabilities	9.3
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	16-17	17-18	18-19
With Full Credential	19	19	20
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Spanos (Alex G.) Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	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 2018-19)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) Adopted in 2007 CK-12 Earth Science Adopted in 2016 CK-12 Life Science Adopted in 2016 CK-12 Physical Science Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 California Studies Weekly Adopted in 2017 6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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. Every morning before school begins, the day custodian and campus safety assistant inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian

are assigned to Spanos School. The day custodian is responsible for:

- General maintenance
- Groundskeeping
- Lunch area setup/cleanup
- Restroom cleaning
- Office area cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Common use area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 8/2/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Multi-purpose kitchen: hole & rips on wall, flooring has bubbles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	rm17:
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	bys/girls restrooms first floor: doors removed by site bys/girls restrooms second floor: doors removed by site Multi-purpose kitchen: hole & rips on wall, flooring has bubbles. overall: first floor flooringseams bubbling.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	21.0	23.0	26.0	28.0	48.0	50.0
Math	22.0	25.0	20.0	21.0	37.0	38.0

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.6	20.6	11.1
7	13.8	17.2	10.3

* 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.

**School Year 2017-18 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	304	291	95.72	23.37
Male	164	156	95.12	20.51
Female	140	135	96.43	26.67
Black or African American	12	12	100.00	16.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	277	265	95.67	23.02
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	285	274	96.14	22.63
English Learners	202	191	94.55	14.66
Students with Disabilities	36	31	86.11	6.45
Students Receiving Migrant Education Services	12	11	91.67	36.36
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 2017-18 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	304	294	96.71	24.83
Male	164	157	95.73	26.75
Female	140	137	97.86	22.63
Black or African American	12	12	100	8.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	277	267	96.39	25.47
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	285	276	96.84	25
English Learners	202	195	96.53	17.95
Students with Disabilities	36	31	86.11	9.68
Students Receiving Migrant Education Services	12	11	91.67	54.55
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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 Advisory Committee (ELAC)
- Parent-Teacher Association (PTA)
- Parent Coffee Hour workshops every month
- 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- attend every day, on time, and all day.
- 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 2018. 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	2015-16	2016-17	2017-18
Suspensions Rate	5.5	5.1	2.3
Expulsions Rate	0.2	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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)	.02
Library Media Services Staff (Paraprofessional)	0.43
Psychologist	.75
Social Worker	.12
Nurse	0.20
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	24	23				6	6	6			
1	28	26	26	1	2		5	4	6			
2	27	26	22	2	2	2	4	4	4			
3	28	29	28	2			10	7	6			1
4	29	31	31	2			10	7	4			3
5	30	31	29	2		1	5	7	6	5		
6	29	30	30	2		1	10	7	6			

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

Professional Development provided for Teachers

All training and curriculum development activities at Spanos School revolve around the California State Content Standards and Frameworks. During the 2016-17, 2017-2018 school year, Spanos School held staff development devoted to:

- Common Core State Standards
- Differentiated Instruction
- Grade Level Data Analysis
- PLC Process
- Integrated ELD Strategies

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Spanos School supports ongoing professional growth throughout the year on our early release days. Teachers meet in both grade level and vertical level teams to incorporate Common Core Standards and resources into their lessons. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous

training, or 3) follow-up training for newly implemented programs/curricula. During the 2016-17 school year, Spanos School's teachers attended the following events sponsored by the Stockton Unified School District:

- Math & ELA Instructional Strategies
- Assessment
- Technology
- Behavioral Strategies
- English Language Development

The professional development plan for 2018-2019 is continued support in deep implementation of the PLC process, data analysis and differentiated instruction. Teachers will have an additional 3 days of District provided professional development, in content areas selected by the individual teacher. Spanos School offers support to new and veteran teachers through instructional coaching support, program specialist support, and peer mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

* 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
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

DataQuest

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

Internet Access

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6960.32	856.31	6104.02	85122.05
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-1.6	21.1
Percent Difference: School Site/ State			-7.4	7.2

* Cells with ◆ 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.