George Sargeant Elementary School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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.

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	George Sargeant Elementary School
Street	1200 Ridgecrest Way
City, State, Zip	Roseville, CA 95661
Phone Number	916-771-1800
Principal	Rachael Peck
E-mail Address	rpeck@rcsdk8.org
Web Site	www.rcsdk8.org
CDS Code	31 66910 6106108

District Contact Information	
District Name	Roseville City School District
Phone Number	(916) 771-1600
Superintendent	Derk Garcia
E-mail Address	
Web Site	www.rcsdk8.org

School Description and Mission Statement (School Year 2017-18)

Sargeant Elementary School's mission is to maximize opportunities for success so every child can strive to be a compassionate, caring, balanced student who will become globally-minded and inspired to be a life-long learner. Sargeant is committed to:

* Providing inquiry based instruction through academic rigor
* Encouraging global awareness through learning opportunities by being involved in their community and world.
* Collaborating with staff to provide a supportive environment that embraces all strengths and learning challenges.

Sargeant Elementary School was opened in the fall of 1986 and is located in the city of Roseville. They currently serve students in Transitional Kindergarten (TK) through fifth grade. In 2010, Sargeant Elementary received the California Distinguished School Award for academic achievement.

Sargeant offers opportunities for students to engage in school and participate in community events. The student council organizes events to promote community involvement and giving back. Throughout the year they organize a canned food drive to give back to families in need in the local community, CHIPS for kids to provide toys for kids in need in Placer County, and Pennies for Patients to raise money for the Leukemia and Lymphoma Society.

Finally, Sargeant Elementary offers programs that fit the needs of a diverse population such as Gifted and Talented Education (GATE clusters), Response to Intervention (RTI) for varying reading levels, English Language Learner (ELL) support, and Special Day Class (SDC) which services students with special needs. We are currently in the candidacy phase of becoming an International Baccalaureate (IB) Primary Years Program.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	75
Grade 1	82
Grade 2	59
Grade 3	69
Grade 4	72
Grade 5	72
Total Enrollment	429

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	1.6
Asian	1.4
Filipino	0
Hispanic or Latino	35
Native Hawaiian or Pacific Islander	0.2
White	50.8
Two or More Races	4.2
Socioeconomically Disadvantaged	40.8
English Learners	17.9
Students with Disabilities	10.5
Foster Youth	0.5

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	18	22	18	470
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: 9/7/17

Roseville City Elementary held a public hearing on September 7, 2017 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark	Yes	0
Mathematics	Houghton Mifflin 2015	Yes	0
Science	MacMillan/ McGraw Hill 2008	Yes	0
History-Social Science	History/Social Science Pearson Scott Foresman 2007 Holt, Rinehart & Winston 2006	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 of School Facilities Repair Status – Exemplary
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

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			Walls in west restroom need to be redone
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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			

(Table header: School Facility Good Repair Status (Most Recent Year) — Year and month of the most recent FIT report: 12/2017)

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/2017				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	58	58	63	63	48	48
Mathematics (grades 3-8 and 11)	48	43	53	51	36	37

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	215	214	99.53	57.94
Male	119	118	99.16	50.85
Female	96	96	100	66.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	81	81	100	48.15
White	105	104	99.05	67.31
Two or More Races	11	11	100	63.64
Socioeconomically Disadvantaged	100	100	100	44
English Learners	52	52	100	40.38
Students with Disabilities	45	44	97.78	22.73

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	215	214	99.53	42.99
Male	119	118	99.16	40.68
Female	96	96	100	45.83
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	81	81	100	32.1
White	105	104	99.05	51.92
Two or More Races	11	11	100	54.55
Socioeconomically Disadvantaged	100	100	100	29
English Learners	52	52	100	21.15
Students with Disabilities	45	44	97.78	15.91

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	52	67	73	73	60	56

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.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.5	35.3	11.8

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.

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)

Sargeant Elementary is grateful for the parents who volunteer on campus. Parents play very important roles at Sargeant School through their active participation and involvement in the following: School Site Council, Parent Teacher Club (PTC), English Language Advisory Committee, WATCH D.O.G.S., volunteers in classrooms/field trips, and at various events.

The PTC is vital to the programs and activities at the school. Through fundraising activities, the PTC supports program development at Sargeant School. The PTC coordinates volunteers and activities to support students and staff including: art docent, assemblies, Starstruck dance program, and after school enrichment. The PTC also coordinates activities to bring the Sargeant community together including: movie nights, harvest festival, jog-a-thon, father/daughter dance, and mother/son night. The PTC supports the school curriculum through the purchase of classroom supplies for teachers and books for the library.

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.2	0.4	1.3	3.0	2.7	3.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Roseville City School District has developed a Crisis Response Plan that outlines the procedures to be followed in the event of an emergency affecting a school site. The plan includes procedures for coordinating resources to respond to any emergency including natural disasters, environmental health issues, accidents, or intruders. Sargeant staff has been assigned roles and trained to work efficiently with each other and with other public service officers to ensure the safety of students and staff. Sargeant Elementary has a Comprehensive School Safety Plan which is reviewed annually with the site leadership team and site council. The plan is also reviewed throughout the year with the staff as drills occur in order to make sure everything carried out as effective as possible. Evacuation and lockdown drills are held to practice procedures for evacuation and safety. The staff and students are updated on safety practices.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		4		27	1	5	1	22	1	18	
1	25		2		23		4		23		18	
2	20	1	2		23	1	5		24		12	
3	28		3		23		6		25		18	
4	33			2	26		4		34			12
5	26	1	3		28	2	2	4	27	6		12

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	2.1	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$8,908	$2,297	$6,611	$80,492
District	N/A	N/A	$6,509	$80,553
Percent Difference: School Site and District	N/A	N/A	1.6	-0.6
State	N/A	N/A	$6,574	$78,363
Percent Difference: School Site and State	N/A	N/A	-1.6	4.3

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

Types of Services Funded (Fiscal Year 2016-17)

Funding is used to promote the social, academic, emotional and safety of all children at Sargeant. Spending is focused on the three school goals that align with the Roseville City School District goals. The areas include reading and math achievements, as well as school culture. District funds are used to fund an intervention teacher and Spanish teacher (for the IB program). District funds are also used for our IB program including training and program fees.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,775	$48,678
Mid-Range Teacher Salary	$81,529	$78,254
Highest Teacher Salary	$94,924	$96,372
Average Principal Salary (Elementary)	$110,722	$122,364
Average Principal Salary (Middle)	$125,320	$125,958
Average Principal Salary (High)		$126,758
Superintendent Salary	$197,499	$212,818
Percent of Budget for Teacher Salaries	45%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

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 Sargeant include:
Staff at Sargeant Elementary have participated in on-going professional development with the components of effective professional learning communities.

Members of the Sargeant staff have attended technology conferences to gain understanding with utilizing technology in the classroom to support student learning. Learning from the conferences is shared with all staff and implemented in the classrooms. Teachers collaborate together as a professional learning community to support each other in implementation.

All teachers at Sargeant have had training this year on the International Baccalaureate program.