Cyril Spinelli 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	Cyril Spinelli Elementary School
Street	3401 Scotland Drive
City, State, Zip	Antelope, CA 95843
Phone Number	(916) 338-6490
Principal	Julie Opfer
Email Address	jopfer@centerusd.org
Website	https://spinelli.centerusd.org/
County-District-School (CDS) Code	34-73973-6032924

Entity	Contact Information
District Name	Center Joint Unified School District
Phone Number	(916) 338-6400
Superintendent	Scott Loehr
Email Address	superintendentsoffice@centerusd.org
Website	www.centerusd.org

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

Welcome to Spinelli Elementary's annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Spinelli Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive challenging curriculum aligned with the Common Core State Standards, by dedicated professional staff based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Spinelli Elementary School's students, and welcome any suggestions or questions you have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Spinelli Elementary Mission Statement:
Spinelli's diverse students will become responsible citizens committed to academic excellence

Spinelli Elementary Vision Statement
To achieve our mission, Spinelli staff will:
Provide a nurturing and challenging educational environment
Empower students through broad curriculum utilizing individualized technology
Foster lifelong learners who are flexible thinkers, problem solvers, and team players
Have clear expectations for student behaviors and procedures
Encourage students, families, and community members to actively participate in our programs

Collective Commitments
(what the adults must do at Spinelli Elementary School to help achieve the mission and vision)

We will utilize District Pacing Guides to plan instruction and assessment of student learning
We will initiate small and whole group instruction based on students' needs
We are committed to high expectations for learning, behavior, and citizenship regardless of background, label, or past experiences
We are committed to effective communication regarding student progress and to providing parents with resources, strategies, and information to help students succeed
We are committed to a safe, trusting and collaborative environment, open to learning from others to achieve our SMART goals.
We are committed to data driven decision making and we will utilize a variety of instructional strategies to promote success for all students.
We will honor the whole child, treating them with respect and care and attending to their social and emotional needs
We will work with colleagues to achieve our SMART goals
We are committed to data driven decision making
We hold students to high academic and behavioral expectations

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

Grade Level	Number of Students
Kindergarten	35
Grade 1	39
Grade 2	39
Grade 3	24
Grade 4	32
Grade 5	33
Grade 6	36
Total Enrollment	238

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7.1
American Indian or Alaska Native	0.4
Asian	10.5
Filipino	1.7
Hispanic or Latino	29.4
Native Hawaiian or Pacific Islander	1.3
White	42.4
Two or More Races	6.7
Socioeconomically Disadvantaged	78.2
English Learners	19.3
Students with Disabilities	24.8
Foster Youth	1.3
Homeless	10.5

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	19	19	217
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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	2

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: October 2019

All textbooks used in the core curriculum at Spinelli Elementary School were selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six- seven year adoption cycle for core content materials (English/Language Arts, Math, Science, and Social Science).

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2015 McGraw Hill, Wonders ELA K-6 with ELD materials	Yes	0
Mathematics	2014, CPM Educational Program, Core Connections Grade 6 2014, McGraw Hill, My Math K-5	Yes	0
Science	2018 Amplify 6th grade 2008, Harcourt School Publishers, California Science	Yes	0
History-Social Science	2018 Studies Weekly	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The administration and staff of Spinelli Elementary School work very closely with the maintenance and grounds department of the Center Joint Unified School District. If any situation is identified that requires attention, work orders are submitted, and the situations are resolved in a very timely manner.

Overall rating is 95.00%, Good.

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: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Hole in wall where old clock was located; hole in restroom wall; vertex torn; missing ceiling tiles; ceiling tiles that need to be replaced because of stains and cracks; blinds needing to be replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Missing electrical outlet cover and panel
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restroom door handle wearing out
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Cinder blocks need holes patched, buildings settling; ramp rusted; skirting missing in a few areas
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Door has holes; door number missing; door handle old; graffiti on back wall
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.

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)	51	45	45	49	50	50
Mathematics (grades 3-8 and 11)	38	36	31	33	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	130	124	95.38	4.62	45.16
Male	75	71	94.67	5.33	39.44
Female	55	53	96.36	3.64	52.83
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	41	41	100.00	0.00	46.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	52	49	94.23	5.77	48.98

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	11	10	90.91	9.09	60.00
Socioeconomically Disadvantaged	109	104	95.41	4.59	42.31
English Learners	36	33	91.67	8.33	39.39
Students with Disabilities	33	30	90.91	9.09	10.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	33.33

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	130	127	97.69	2.31	36.22
Male	75	72	96.00	4.00	43.06
Female	55	55	100.00	0.00	27.27
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	45.45
Filipino	--	--	--	--	--
Hispanic or Latino	41	41	100.00	0.00	36.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	52	52	100.00	0.00	36.54
Two or More Races	11	10	90.91	9.09	40.00
Socioeconomically Disadvantaged	109	106	97.25	2.75	31.13
English Learners	36	36	100.00	0.00	36.11
Students with Disabilities	33	30	90.91	9.09	13.33
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	20.00

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	15.0	22.5	10.0

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. The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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 encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events. Parents stay informed of upcoming events and school activities through the automated telephone messages, emails, fliers, newsletters, parent conferences, progress reports, the school marquee, the school website, and Homelink.

Opportunities to volunteer include:
• Chaperone field trips
• Classroom helper
• Fundraising activities
• Spinelli Buck Store

School committees include:
• English Learner Advisory Council
• School Site Council
• PTO

School activities include:
• Back to School Parent Meeting
• Open House
• Recognition Assemblies
• Holiday Social
• Spelling Bee
• Scholastic Book Fair
• Anti bullying Assemblies
• Spirit Days
• Field Trips and Assemblies
• Fall Harvest Festival
• Multicultural Night

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	5.3	2.9	1.8	7.6	6.6	5.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Spinelli Elementary School in collaboration with local agencies and the district to fulfill Senate Bill 187 requirements. Components of this plan include crisis management procedures; an Incident Command System, lockdown and student release procedures, and yearly safety trainings. It also includes crisis readiness procedures; bomb threats, chemical spills, hostage situations, severe weather, and a shooting or stabbing incident. Lastly, the site action plan describing goals for school climate and the physical environment. The school's safety plan is reviewed and updated by the site safety committee using input from our safety surveys, and discussed with the staff and School Site Council by November of each school year.

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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	32		1		21	1	1		23	1	1	
1	30		1		17	2			16	2		
2	15	2			25		1		19	2		
3	19	2			30		1		20	1		
4	33			1	17	2			31		1	
5	19	1	1		17	2			16	2		
6	17	2	1		18	3			11	4		
Other**	14	1			12	1						

*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

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

*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	9273	4370	4902	77005
District	N/A	N/A	6377	$76,717.00
Percent Difference - School Site and District	N/A	N/A	-26.2	5.1
State	N/A	N/A		$72,949.00
Percent Difference - School Site and State	N/A	N/A	-37.0	7.6

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)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control Accountability Plan (LCAP). The LCAP is a comprehensive plan showing how school districts support student success. The plan is organized around state and local priorities. Center Joint Unified School District has created goals to meet the LCAP requirements. The first goal is: CJUSD students will be challenged and supported to achieve academic success in a clean, safe environment. At Spinelli, we teach the Common Core State Standards, use district adopted curriculum, participate in staff development and collaboration to improve student learning, and ensure EL students get additional support where needed. To reach our goals, we provide a morning intervention program five days a week with two credentialed teachers, and we offer additional support throughout the school day by pushing-in and pulling-out students with one full-time and one half-time credentialed teacher. The second goal: CJUSD students will be engaged in their educational process and opportunities. We offer incentives to remedy attendance issues by encouraging students to participate in after school extra curricular activities. The third goal: CJUSD families will be engaged and informed regarding their students' educational experience. We offer several opportunities during the school year for our families to participate in day and evening educational events. We communicate with families via email, auto-dialer messages, phone calls home, personal parent meetings, written communication, and internet access to student grades via Homelink.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,563	$46,208
Mid-Range Teacher Salary	$68,571	$72,218
Highest Teacher Salary	$96,638	$92,742
Average Principal Salary (Elementary)	$114,563	$134,864
Average Principal Salary (Middle)	$118,104	$118,220
Average Principal Salary (High)	$124,085	$127,356
Superintendent Salary	$187,915	$186,823
Percent of Budget for Teacher Salaries	36%	33%
Percent of Budget for Administrative Salaries	4%	6%

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	4	4	4

CJUSD adopted a new Math curriculum for the 2015-2016 school year and a new English Language Arts curriculum for the 2016-2017 school year aligned with the Common Core State Standards. All professional development for the past three years has been focused on the Common Core State Standards with the new Math and ELA programs. Teachers attended multiple day long training sessions, and several early out days were focused on the Common Core State Standards and curriculum implementation for Math and ELA . There was also a focus on the writing text types: narrative, informational/explanatory, and opinion/argument. Rubrics were implemented for the different text types, and exemplars were selected at each grade level. Staff were trained on calibrating the rubrics in order to have cohesive program. Benchmark data in Math and Language Arts was recorded district-wide in grades K-2. Weekly collaboration time was spent reviewing and discussing student work samples, and sharing and implementing teaching strategies to improve student learning opportunities.   The district and site administrators continue to participate in the curriculum trainings and meetings so they can better support the teachers. Teachers have the opportunity to observe other teachers classrooms to observe quality teaching and learning in action. Site funds are used to provide Professional Development from SCOE to maximize our Wonders curriculum.