

# Cyril Spinelli 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Cyril Spinelli Elementary School
<b>Street</b>	3401 Scotland Drive
<b>City, State, Zip</b>	Antelope, CA 95843
<b>Phone Number</b>	(916) 338-6490
<b>Principal</b>	Julie Opfer
<b>E-mail Address</b>	jopfer@centerusd.org
<b>Web Site</b>	<a href="https://sites.google.com/a/centerusd.org/spinelli/home">https://sites.google.com/a/centerusd.org/spinelli/home</a>
<b>CDS Code</b>	34-73973-6032924

<b>District Contact Information</b>	
<b>District Name</b>	Center Joint Unified School District
<b>Phone Number</b>	(916) 338-6400
<b>Superintendent</b>	Scott Loehr
<b>E-mail Address</b>	superintendentsoffice@centerusd.org
<b>Web Site</b>	www.centerusd.org

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

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.

The mission of Spinelli Elementary School is to provide students an education which is second to none. In order to do this, our staff upholds the following goals:

- A safe and orderly environment for staff and students
- State adopted common core curriculum and quality instruction
- Formative and summative assessments of student performance
- Communication between home and school
- Students attending daily, on time and ready to learn
- A nurturing, caring educational environment

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	34
<b>Grade 1</b>	33
<b>Grade 2</b>	35
<b>Grade 3</b>	41
<b>Grade 4</b>	34
<b>Grade 5</b>	39
<b>Grade 6</b>	49
<b>Total Enrollment</b>	265

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	1.1
Asian	10.2
Filipino	1.5
Hispanic or Latino	29.1
Native Hawaiian or Pacific Islander	1.5
White	40.4
Two or More Races	11.3
Socioeconomically Disadvantaged	80.4
English Learners	23
Students with Disabilities	29.1
Foster Youth	0.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	18	18	19	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### 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: January 2018

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).

On Wednesday, September 17, 2014, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #1/2014-15 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in Math, Science, History-Social Science, and English/Language Arts. New Math curriculum was adopted in 2014; My Math for grades K-5 and CPM for 6th grade. Wonders English Language Arts curriculum was adopted at the end of 2015-2016 for grades K-6.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2015 McGraw Hill, Wonders ELA K-6 with ELD materials	Yes	0
<b>Mathematics</b>	2014, CPM Educational Program, Core Connections Grade 6 2014, McGraw Hill, My Math K-5	Yes	0
<b>Science</b>	2008, Harcourt School Publishers, California Science 2008, Pearson Prentice Hall, California Science Explorer: Focus on Earth, Life, and Physical Science	Yes	0
<b>History-Social Science</b>	2007, Houghton Mifflin, Houghton Mifflin History- Social Science 2007, McDougal Littell, World History: Ancient Civilizations	Yes	0
<b>Foreign Language</b>	none		
<b>Health</b>	none		
<b>Visual and Performing Arts</b>	none		
<b>Science Laboratory Equipment (grades 9-12)</b>	none		

**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.

**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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 05/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Stained carpets
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Cinder blocks need holes patched, buildings settling
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Door dragging, doors without numbers, doors with holes, missing screens

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 05/2017				
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. 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)	39	50	44	47	48	48
Mathematics (grades 3-8 and 11)	22	39	34	34	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	168	163	97.02	49.69
Male	83	82	98.8	37.8
Female	85	81	95.29	61.73
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	17	94.44	64.71
Filipino	--	--	--	--
Hispanic or Latino	52	51	98.08	45.1
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	59	95.16	52.54
Two or More Races	21	21	100	61.9
Socioeconomically Disadvantaged	140	136	97.14	47.79
English Learners	47	45	95.74	51.11
Students with Disabilities	55	55	100	25.45
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.

**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	168	164	97.62	39.02
Male	83	82	98.8	30.49
Female	85	82	96.47	47.56
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100	50
Filipino	--	--	--	--
Hispanic or Latino	52	51	98.08	43.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	59	95.16	42.37
Two or More Races	21	21	100	23.81
Socioeconomically Disadvantaged	140	137	97.86	38.69
English Learners	47	46	97.87	50
Students with Disabilities	55	55	100	7.27
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.

**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)	39	71	57	60	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.

## 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	32.5	20	15

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)

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, email, fliers, newsletters, parent conferences, progress reports, the school marquee, the school website, and Homelink. Contact the school office at (916) 338-6490 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

- Chaperone field trips
- Classroom helper
- Fundraising activities
  
- Committees:
  - English Learner Advisory Council
  - School Site Council
  
- School Activities:
  - Back to School Parent Meeting
  - Open House
  - Recognition Assemblies
  - Spelling Bee
  - Scholastic Book Fair
  - Geography Bee
  - Tiger Spirit Days
  - Field Trips
  - Family Science Night
  - Language Arts and Math Showcase



## 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
<b>Suspensions</b>	2.0	3.8	5.3	5.3	9.1	7.6	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

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 by October 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2011-2012	2011-2012
<b>Year in Program Improvement*</b>	Year 3	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	4
<b>Percent of Schools Currently in Program Improvement</b>	N/A	80

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+
<b>K</b>	15	2	1		20	1	1		32		1	
<b>1</b>	11	1	1		19	1			30		1	
<b>2</b>	22		2		20	1	1		15	2		
<b>3</b>	27		1		19	1			19	2		
<b>4</b>	22	1	2		24		2		33			1
<b>5</b>	25		1		28		1		19	1	1	
<b>6</b>	20	2	2		19	2	2		17	2	1	
<b>Other</b>	8	1			10	2			14	1		

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)	1	N/A
Psychologist	.50	N/A
Social Worker	0	N/A
Nurse	.14	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist	0	N/A
Other	0	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	9273	4370	4902	77005
District	N/A	N/A	6377	\$74,900
Percent Difference: School Site and District	N/A	N/A	-23.1	6.9
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-13.7	14.3

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

**Types of Services Funded (Fiscal Year 2016-17)**

As part of the new 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, a morning EL intervention program four days a week for our LTELs with a credentialed teacher, 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 Family Resource Center is located on our campus. They provide academic support, mentoring, tutoring, clothing, school supplies, and mental health counseling services. 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 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,765	\$44,144
Mid-Range Teacher Salary	\$65,520	\$69,119
Highest Teacher Salary	\$83,753	\$86,005
Average Principal Salary (Elementary)	\$102,788	\$106,785
Average Principal Salary (Middle)	\$107,689	\$111,569
Average Principal Salary (High)	\$121,196	\$121,395
Superintendent Salary	\$161,507	\$178,104
Percent of Budget for Teacher Salaries	39%	34%
Percent of Budget for Administrative Salaries	4%	6%

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)**

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.