

Cyril Spinelli Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Cyril Spinelli Elementary School
Street	3401 Scotland Drive
City, State, Zip	Antelope, CA 95843
Phone Number	(916) 338-6490
Principal	Erica Olmstead
Email Address	eolmstead@centerusd.org
School Website	https://spinelli.centerusd.org/
Grade Span	K-6
County-District-School (CDS) Code	34-73973-6032924

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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

2025-26 School Description and Mission Statement

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 community will become responsible citizens dedicated to academic and personal excellence.

Spinelli Elementary Vision Statement

To achieve our mission, Spinelli staff will:

Cultivate academic excellence in a nurturing environment, fostering kindness and recognizing each student's value.

Empower lifelong learners to make a positive impact through flexible thinking and problem-solving.

Uphold clear expectations for behavior and procedures, grounded in empathy and respect.

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)

Utilize District Pacing Guides to plan instruction and assessment of student learning

Initiate small and whole group instruction based on students' needs

Set high expectations for learning, behavior, and citizenship regardless of background, label, or past experiences

Communicate effectively regarding student progress and provide families with resources, strategies, and information to help students succeed

Provide a safe, trusting and collaborative environment, open to learning from others to achieve our targeted goals.

Make decisions based on data and utilize a variety of instructional strategies to promote success for all students.

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 personalized goals

Implement the practices of Positive Behavioral Interventions and Supports

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	55
Grade 2	47
Grade 3	38
Grade 4	44
Grade 5	50
Grade 6	34
Total Enrollment	347

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45
Male	55
American Indian or Alaska Native	0.6
Asian	8.9
Black or African American	11.5
Filipino	1.7
Hispanic or Latino	37.8
Native Hawaiian or Pacific Islander	1.2
Two or More Races	9.2
White	29.1
English Learners	19.3
Homeless	17.9
Socioeconomically Disadvantaged	73.5
Students with Disabilities	23.1

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.2	84.89	187.6	88.64	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.92	14.7	6.97	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	1.23	6.1	2.89	11953.1	4.28
Unknown/Incomplete/NA	1.8	9.01	3.1	1.5	15831.9	5.67
Total Teaching Positions	20.3	100	211.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.2	78.08	184	85.96	231142.4	83.24
Intern Credential Holders Properly Assigned	1	5.48	2.8	1.33	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5.48	8.7	4.07	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.6	2.65	11746.9	4.23
Unknown/Incomplete/NA	2	10.96	12.7	5.96	14303.8	5.15
Total Teaching Positions	18.2	100	214	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.5	75.61	182.1	79.47	230039.4	100
Intern Credential Holders Properly Assigned	1	4.88	5	2.19	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	9.76	21.9	9.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.5	2.85	12112.8	4.34
Unknown/Incomplete/NA	2	9.76	13.5	5.92	13705.8	4.91
Total Teaching Positions	20.5	100	229.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	1	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1	2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.20	0	0
Total Out-of-Field Teachers	0.20	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.6	6.6	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.6	9	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Spinelli Elementary School were selected from the state's 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).

The district certified to the governing board on August 20, 2025 that the district has a sufficient supply of textbooks and instructional materials in the core academic areas. Sufficient textbooks and instructional materials include each pupil, including English learners, having a textbook or instructional materials, or both, to use in the classroom or take home.

Year and month in which the data were collected	October 2024
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2015 McGraw Hill, Wonders ELA K-6 with ELD materials	0
Mathematics	2014, CPM Educational Program, Core Connections Grade 6 2014, McGraw Hill, My Math K-5	0
Science	2018 Amplify 6th grade 2022, FOSS Science K-5	0
History-Social Science	2018 Studies Weekly	0
Foreign Language	none	
Health	none	
Visual and Performing Arts	none	
Science Laboratory Equipment (grades 9-12)	none	

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

School Facility Conditions and Planned Improvements

All sites undergo daily cleaning, and during breaks, a more thorough cleaning of the floors is performed. Custodial staff follow a daily, weekly, and monthly checklist for their standard cleaning duties. 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: Exemplary.

Year and month of the most recent FIT report

10/31/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Library: Carpet dirty Room B2: Countertop has chipped edge Room B4: Carpet stained Room B6: Paint chipped on south wall, ceiling tiles need to be replaced southwest corner, countertops chipped Restrooms - Rooms 1-6: Restroom fixtures are dusty Room 7 - Kindergarten: Ceiling tiles need to be replaced in the corner of the room, carpet stained Room 8 - Kindergarten: Floors are scuffed, several ceiling tiles need to be replaced, countertops are chipped Room 9: Carpet is dirty and stained Room 12: Several walls have torn wallpaper. Need to be repaired Room 13: Carpet dirty, countertop is chipped Room 14: Carpet dirty Room 15: Carpet is worn and dirty. Needs to be replaced, several ceiling tiles need to be replaced, holes in them. Room 17: Carpet dirty, several ceiling tiles need to be replaced. Room 18 - Adult Restroom: Floors dirty, grout needs to be cleaned Room 18 - Student Restroom: Floors dirty, grout needs to be cleaned Room 21: VCT floor tiles are broken, need to be replaced. Countertop dirty. Room 22: VCT floor tiles broken, countertops dirty Room 23: Floors dirty, countertops dirty Room 24: Floors dirty, countertops dirty Room 26: VCT tile needs to be replaced, countertops dirty, carpet has stains Room 27: Carpet frayed at transition Room 28: Broken VCT tiles, carpet dirty Room 29: Carpet stained Room 30: Floors dirty Room 31: Carpet stained in multiple areas Room 32: Floors dirty and stained, several ceiling tiles need to be replaced Room 34: Carpet stain, desktops dirty. Room 35: Wall paper torn, carpet dirty and stained

School Facility Conditions and Planned Improvements

				Room 36: Wallpaper torn, carpet dirty and stained, carpet fraying Room 38: Carpet dirty, replace 4 ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Administration: Carpets dirty and stained
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 18-Adult Restroom: Floors dirty, grout needs to be cleaned Room 18-Student Restroom: Floors dirty, grout needs to be cleaned
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			CDC - 3: Dryrot front and side of room
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	31	28	35	38	47	48
Mathematics (grades 3-8 and 11)	23	21	24	25	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	166	162	97.59	2.41	28.40
Female	72	70	97.22	2.78	28.57
Male	94	92	97.87	2.13	28.26
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	21.43
Black or African American	15	15	100.00	0.00	13.33
Filipino	--	--	--	--	--
Hispanic or Latino	67	66	98.51	1.49	21.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	16	94.12	5.88	31.25
White	47	45	95.74	4.26	42.22
English Learners	40	37	92.50	7.50	10.81
Foster Youth	0	0	0	0	0
Homeless	35	34	97.14	2.86	11.76
Military	0	0	0	0	0
Socioeconomically Disadvantaged	132	128	96.97	3.03	22.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	28	100.00	0.00	17.86

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	166	163	98.19	1.81	21.47
Female	72	70	97.22	2.78	15.71
Male	94	93	98.94	1.06	25.81
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	14.29
Black or African American	15	15	100.00	0.00	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	67	67	100.00	0.00	16.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	16	94.12	5.88	25.00
White	47	45	95.74	4.26	35.56
English Learners	40	38	95.00	5.00	13.16
Foster Youth	0	0	0	0	0
Homeless	35	35	100.00	0.00	11.43
Military	0	0	0	0	0
Socioeconomically Disadvantaged	132	129	97.73	2.27	17.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	28	100.00	0.00	14.29

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	21.21	27.45	22.16	27.66	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	51	100.00	0.00	27.45
Female	18	18	100.00	0.00	22.22
Male	33	33	100.00	0.00	30.30
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	53.85
English Learners	13	13	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	42	100.00	0.00	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92%	92%	92%	92%	

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Spinelli Elementary School is holding PTO meetings, School Site Council meetings, and English Language Advisory Committee meetings in person, but parents may attend virtually if they choose. Below are the opportunities for participation Spinelli Elementary has available:

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, Class Dojo, and Aeries Homelink.

Opportunities to volunteer include:

- * Chaperone field trips
- * Classroom helper
- * Fundraising activities and assemblies
- * Spinelli Tiger Ticket Store

School committees include:

- * English Learner Advisory Council (ELAC)
- * School Site Council (SSC)
- * Parent/Teacher Organization (PTO)

School activities include:

- * Back to School Parent Meeting
- * Open House
- * Recognition Assemblies
- * Holiday Social
- * Scholastic Book Fairs
- * Anti bullying Assemblies
- * Spirit Days
- * Field Trips
- * Fall Harvest Festival
- * Multicultural Fair
- * Ice Cream social
- * Trunk or Treat
- * Title 1 Family Game Night
- * Pasta Feed/Bingo Night
- * Sock Hop

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	372	364	75	20.6
Female	170	166	39	23.5
Male	202	198	36	18.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	31	31	9	29.0
Black or African American	41	41	12	29.3
Filipino	--	--	--	--
Hispanic or Latino	141	138	24	17.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	33	8	24.2
White	110	109	22	20.2
English Learners	72	71	8	11.3
Foster Youth	--	--	--	--
Homeless	74	74	23	31.1
Socioeconomically Disadvantaged	281	278	65	23.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	98	97	26	26.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.11	1.61	1.88	6.87	5.59	5.27	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.13	0.14	0.1	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.88	0.00
Female	1.18	0.00
Male	2.48	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.44	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.71	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.64	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	2.70	0.00
Socioeconomically Disadvantaged	2.14	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.06	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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 describes 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. The plan was approved by Site Council on January 30, 2025.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	0	0
1	18	2	0	0
2	20	1	1	0
3	24	0	2	0
4	16	2	0	0
5	36	0	0	1
6	33	0	0	0
Other	9	5	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	0	0
1	20	2	0	0
2	21	1	1	0
3	19	2	0	0
4	27	0	2	0
5	29	0	1	0
6	32	0	1	0
Other	11	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2		
1	21	1	1	
2	23		2	
3	19	2		
4	22		2	
5	25		2	
6	34			1
Other	10	3		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13077	4780	8298	85531
District	N/A	N/A	10098	\$86,905
Percent Difference - School Site and District	N/A	N/A	-19.6	4.7
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-25.9	-2.5

Fiscal Year 2024-25 Types of Services Funded

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: Establish a positive school climate that promotes a sense of belonging for all students, staff and families. At Spinelli, we teach the Common Core State Standards, use the 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 an intervention program five days a week with two credentialed teachers providing additional support throughout the school day by pushing-in and pulling out to all classrooms. The second goal: Enhance classroom instruction to effectively impact all students through the integration of Multi-Tiered Systems of Support (MTSS), evidence-based practices, and differentiated instruction. Students are recognized for attending school. If a child is not at school, the office staff calls the family and inquires about the family's needs. In addition, Spinelli offers various extracurricular opportunities during lunch and after school. We have found that students who feel connected to school have a much better rate of attendance. Families are encouraged to participate in evening events that build academic, as well as social learning skills. The third goal: Foster an inclusive and supportive educational environment that values individuals, addresses diverse learning

Fiscal Year 2024-25 Types of Services Funded

needs, and promotes positive behavior through the implementation of a Multiple Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS). 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, Class Dojo, and internet access to student grades via Aeries Homelink. The fourth goal: Establish environments that cultivate learning experiences and provide paths to college and career readiness, ensuring that all students thrive. At Spinelli, we have a full time Resource specialist for Special Education students who supports students' specific learning goals.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,170	\$57,978
Mid-Range Teacher Salary	\$79,158	\$89,612
Highest Teacher Salary	\$110,185	\$117,194
Average Principal Salary (Elementary)	\$121,310	\$143,632
Average Principal Salary (Middle)	\$130,674	\$149,447
Average Principal Salary (High)	\$154,263	\$162,334
Superintendent Salary	\$280,900	\$234,076
Percent of Budget for Teacher Salaries	28.49%	27.81%
Percent of Budget for Administrative Salaries	4.17%	5.47%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

CJUSD has offered many Professional Development workshops over the past several years. Quality trainings were offered and well attended to support staff on using the ELA and Math curriculum. In addition, the district and the school sites are continually learning how to disaggregate data within their Professional Learning Communities (PLC's). We are implementing the Positive Behavioral Interventions and Support (PBIS) system school wide. Trainings are conducted periodically for all staff by the PBIS Leadership Team. This school year, all teaching staff are participating in the CORE reading academy. CORE Reading academy is an International Dyslexia Association (IDA) accredited course designed for K-5 teachers, literacy coaches, reading specialists, and reading intervention teachers. It offers educators fundamental knowledge in effective, standards-aligned, and evidence-based reading practices for all learners, including Multilingual Learners and students with reading difficulties, including dyslexia. The Academy also applies this knowledge and connects it to the curriculum teachers use. By taking all seven topical sessions, participants gain a comprehensive understanding of the essential components for effective reading instruction and assessment based on the science of reading. Through a district grant, all teaching staff is participating in Trauma Informed teaching strategies. These Professional development sessions are conducted in partnership with the Placer County Office of Education and the district's Student and Family Support Services department.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	5