

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cyril Spinelli Elementary School	34-73973-6032924	October 20, 2022	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students and support an all-inclusive school culture. California Education Codes 41507, 41572, and 64001 and the federal Elementary and Secondary Education act (ESEA) require each school to consolidate school plans for programs funded through the Con App.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Nearly all students were back on campus for full time learning for the 21--22 school year. 9 students and their families opted to continue distance learning through the district's Independent Study program.

21-22 Panorama Survey Grades 3-5

92 Students completed the Panorama Student Survey for grades 3-5.

81% of students communicated a positive teacher-student relationship (How strong the social connection is between teachers and students within and beyond the school). 64% of students responded that there was a positive school climate (Perceptions of the overall social and learning climate of the school). When asked about School Belonging (How much students feel that they are valued members of the school community), 59% of students responded favorably. 57% of students had a positive response to School Engagement (How attentive and invested students are in school). 52% of students had positive responses to School Safety (Perceptions of student physical and psychological safety at school).

21-22 Panorama Survey Grade 6

19 students completed the Panorama Student Survey for Grade 6

61% of the students felt they had a positive School Teacher-Student Relationship (How strong the social connection is between teachers and students within and beyond the school). 49% of the students felt they our school had a Positive School Climate. (Perceptions of the overall social and learning climate of the school). 34% School Belonging (How much students feel that they are valued members of the school community). 70% of the students felt positive about School Safety (Perceptions of student physical and psychological safety at school). 31% responded positively to School Engagement (How attentive and invested students are in school).

21-22 Title 1 Parent Survey

48 parents answered the survey. 83% felt that school staff invited comments or concerns. 88% said they were given ideas or suggestions by the classroom teacher to support their child's instruction. 32% indicated that they needed more time in their schedule to do so and 43% indicated that they were satisfied with the amount they were involved. 36% of parents answered the specific questions about their student involved in the Title 1 program. When asked if the Title 1 program was beneficial to their student, 65% agreed or strongly agreed. Of the 9 parents who offered comments or suggestions, there was a trend toward more communication from the school to parents.

21-22 ELAC Survey

6 parents answered the survey. All parents indicated that their child was making progress learning English. 67% of parents rated the English Learner program at Spinelli as good or excellent. Parents surveyed felt that 67% of students and 83% of staff at Spinelli respect different cultures.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal frequently visits classrooms to view the instructional teaching practices. Checking in with students and asking them "What are you learning?" "How can you use this information?" and "Why is this important?" "How are you today?" "Can I help you with anything?" is a critical part of the walk-through process. Furthermore, informally sharing the findings from the walk-through is a vital piece to improve teaching and learning, along with developing and maintaining coherence within the curriculum. In addition to the principal, the district curriculum director, the Superintendent, and at times, school board members visit the classrooms. Formal observations including a pre- and post conference (with reflection and written feedback) occur prior to the end of December. Formal observations are scheduled annually, every 2 years, or every 3 years depending on the tenure of the teacher. However, the principal may schedule a formal observation sooner if there is a need.

Walk-throughs and observations have had positive findings. The principal and other visitors have continually noticed the quality of instruction being delivered with high student engagement. They have noticed the precise use of the district adopted curriculum along with the supplementary curriculum. The consistent use of technology in the delivery of the

lessons and the students use of Chromebooks is noteworthy. The advantage of classroom observations benefits the administration, the teachers and their peers. Opportunities for teachers to visit classrooms and observe their peers are provided and encouraged.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

At Spinelli, we use a variety of assessments to determine a student's needs. The following assessments may be used: i-Ready Diagnostic, CAASPP, ELPAC, Universal Screeners, Fluency assessments, STAR Phonics, District Writing Prompts, Wonders Diagnostic and unit assessments, chapter tests in Reading and Math, and K-2 benchmark skill assessments. The data gleaned from these assessments are used to drive instruction, group students based on ability, and provide small group and whole group instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The staff at Spinelli Elementary analyzes the i-Ready diagnostic, CAASPP, ELPAC, Wonders, My Math and CPM assessments, STAR Phonics, the district writing assessment, K-2 benchmark assessments, and informal assessments to determine the effectiveness of instruction and make modifications to improve student achievement. We use this data to move students through our Multi-tiered System of Supports.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Spinelli Elementary, certificated staff members have met the requirements for highly qualified staff in accordance with the state and federal guidelines. ESEA requires that all teachers in core subjects meet certain requirements to be considered compliant with the federal guidelines. Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. We work closely with CJUSD personnel department to ensure teachers hired have the appropriate credentials to certify them as highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

At Spinelli Elementary all teachers are credentialed and partake in professional development. We have partnered with Sacramento County Office of Education (SCOE) to focus specifically on the delivery of the Wonders ELA curriculum and My Math curriculum. In addition, we spent some of our PLC and collaboration time learning the math framework and aligning our math curriculum to it. This year, our school PLC will use data protocol to analyze i-Ready ELA and Math diagnostic results to drive instruction and planning.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

District-wide collaboration days, site collaboration days, and staff meetings focus on student achievement as measured by local and state assessments. The Title 1/Intervention Team meets with teachers once per week during their PE/STEAM time to update goals and discuss possible ways to help students be successful in academics and Social Emotional Learning. Certificated staff analyze their students' performance for each of the content standards in English Language Arts and Mathematics. Groups share instructional strategies to address the content standards in which students showed the least and most success. New teachers are assigned a mentor for the Teacher Induction program through SCOE. These mentors support new teachers their first two years of teaching. In addition, they are guided through the process to clear their preliminary credential. New teachers are supported through a system of mentoring as the foundation of the program as teachers strengthen their professional practice.

The site administrator, the site leadership team, and the district Curriculum Director implement ongoing professional development activities in the areas of English Language Arts and Mathematics, student achievement, instructional practices, and technology.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The site administrator, the site leadership team, and the district Curriculum Director implement ongoing professional development activities in the areas of ELA, Mathematics, student achievement, instructional practices and technology. The Teacher Induction program is utilized for teachers new to the profession. Both ELA and math cadres were developed over the past 5 years. These small groups receive intensive curriculum support and share their learnings with the staff.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

District-wide and site based collaboration times focus on student achievement as measured by the CAASPP and/or local assessments. In addition, staff analyze data gathered from Unit Assessments and District Benchmarks. The teachers in Kindergarten through sixth grade spend time analyzing the foundational skills from the i-Ready and Star Phonics, and oral reading fluency data needed for students to become better readers. Certificated staff analyze their student's performance for each of the content standards in English Language Arts and Mathematics. Groups share instructional strategies to address the content standards in which students showed the least and greatest success. The importance of coherence across the grade levels has been the focus.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Spinelli Elementary students are provided with state adopted curriculum which is aligned to content standards. Teachers collaborate within and across grade levels to review the state standards and students progress towards the standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

A suggested pacing guide for ELA and Math is dispersed to the teaching staff. In addition, a district-wide developed Curriculum Map and Assessment plan for ELA is the tool that teachers use to plan their lessons and assessments.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

ELD, Title 1, RSP, Speech, and Intervention Teachers work together to synchronize their pullout services. Every effort is made to ensure that pull-outs do not take place during core instructional time. In addition, Title 1, Intervention Teachers, ELD and RSP staff assist within some of the classrooms.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

State adopted standards-based instructional materials are available for all Spinelli Elementary students. English learners are provided with additional instruction using Wonders ELD curriculum. English learners also receive access to supplemental materials at their level.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Spinelli students are taught with standards-aligned instructional materials. Grades K-6 use the Wonders ELA program and the Wonders ELD program. Students in grades K-5 use My Math while students in grade six use CPM as their math curriculum. All supplemental materials in ELA and Math are research-based and aligned to the standards. As part of our MTSS process, the district continues to evaluate other intervention programs and curriculum supports.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students have access to small group instruction in the classroom during workshop time. This allows for the teacher to pre-teach or re-teach the information. Every classroom has supplemental materials to support the curriculum. A Title 1 teacher, two Intervention Teachers, an ELD teacher, a RSP teacher, and three instructional specialists pull-out and push-in to the classrooms to support the regular education program throughout the school day.

Evidence-based educational practices to raise student achievement

All curriculum and materials used at Spinelli Elementary are standards-based and research-based. This includes the state-adopted Wonders, My Math and CPM curriculum as well as the supplemental materials (Wonderworks and Sunday). Our teachers frequently check for understanding of the students' learning. In addition, teachers regularly administer formative assessments to the students. Teachers use these assessments to give constructive feedback, and adjust and differentiate the teaching as needed.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

At Spinelli we have a school English Language Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC) for our parents whose students are English Language Learners. At the beginning of each school year, we hold meetings with the teachers of our at risk students to get necessary interventions in place ASAP. The Strategic, Measurable, Attainable, Results based, and Time Bound (SMART) goal plans are reviewed and adjusted approximately every six weeks. We have translators to bridge the language barrier between our non-English speaking parents and the school. Student Success Team meetings are held to address students with academic, social and/or emotional needs which impede their learning.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Through the School Site Council, ELAC, and PTO meetings, parents, teachers, and staff participate in planning, implementing, and evaluating school programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

As a result of the pandemic, we are noticing a large percentage of students with significant learning loss. To support these students we use Title 1 funds to support the entire salary of a full time Title 1 Academic Coordinator. In addition, we have two full time Intervention Teachers, a six hour Instructional Specialist, and two part time 3 hour Instructional Specialists with the Expanded Learning Opportunities grant and ESSER funds. To support students mental well being, we have hired one full time Social Worker, one full time PE teacher and one full time STEAM teacher.

The Title 1 Academic Coordinator and Intervention teachers provide intervention programs for students not meeting grade level standards. Our Title 1 academic coordinator and Intervention teachers combined with our Instructional Specialists provide a pull-out and/or push-in program during the school day for students who are not working at grade level. They work with the students on the grade level standards in the core curriculum. All classrooms have 1-to-1 Chromebooks for student use throughout the day. Students in grades K-6 are provided internet access for research projects. Classrooms have supplemental materials in the core curriculum for student use. Students have access to the My Math, Wonders Intervention computer programs, Moby Max, Studies Weekly, Amplify Science and Mystery Science, in addition to a variety of academically sound, research-based programs.

At Spinelli, we use LCFF Supplemental and Concentration funding to pay the salaries of the ELL teacher and the bilingual assistant.

Fiscal support (EPC)

Monies are aligned with the goals outlined in the Single School Plan for Student Achievement. These monies are monitored by the School Site Council and ELAC Committee.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council and the the English Learner Advisory Council met to create, review, and update the 2022-2023 SPSA on the following dates: April 21, 2022, August 25, 2022, September 22, 2022. The School Site Council and the the English Learner Advisory Council approved the SPSA on October 20, 2022. The School Site Council and the ELAC will review the 2022-2023 SPSA and begin working on the 2023-2024 SPSA beginning April 20, 2023.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.72%	0.7%	0.74%	2	2	2
African American	5.78%	6.4%	5.88%	16	18	16
Asian	10.83%	11.0%	12.87%	30	31	35
Filipino	1.81%	1.8%	2.21%	5	5	6
Hispanic/Latino	31.41%	38.4%	38.24%	87	108	104
Pacific Islander	0.36%	0.4%	0.37%	1	1	1
White	40.79%	32.7%	32.35%	113	92	88
Multiple/No Response	8.3%	8.5%	7.35%	23	24	20
Total Enrollment				277	281	272

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	55	43	38
Grade 1	46	55	46
Grade 2	48	42	51
Grade 3	38	42	38
Grade 4	24	35	38
Grade 5	34	26	33
Grade 6	32	38	28
Total Enrollment	277	281	272

Conclusions based on this data:

1. Subgroup percentages have not changed significantly over the last 3 year comparisons.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	53	53	51	19.1%	18.90%	18.8%
Fluent English Proficient (FEP)	37	29	33	13.4%	10.30%	12.1%
Reclassified Fluent English Proficient (RFEP)	8	0		17.4%	0.00%	

Conclusions based on this data:

1. The percentage of English learners at Spinelli remains approximately the same at 18.8%, but those considered Fluent English proficient has risen slightly, from 10.3% to 12.1%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	23	40	39	21	0	36	21	0	36	91.3	0.0	92.3
Grade 4	30	32	35	29	0	34	29	0	34	96.7	0.0	97.1
Grade 5	41	24	32	40	0	29	40	0	29	97.6	0.0	90.6
Grade 6	36	36	27	34	0	26	34	0	25	94.4	0.0	96.3
All Grades	130	132	133	124	0	125	124	0	124	95.4	0.0	94.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2408.		2401.	14.29		13.89	28.57		25.00	28.57		30.56	28.57		30.56
Grade 4	2474.		2475.	20.69		26.47	31.03		29.41	20.69		20.59	27.59		23.53
Grade 5	2470.		2494.	10.00		10.34	32.50		44.83	20.00		20.69	37.50		24.14
Grade 6	2523.		2492.	17.65		4.00	32.35		28.00	29.41		36.00	20.59		32.00
All Grades	N/A	N/A	N/A	15.32		14.52	31.45		31.45	24.19		26.61	29.03		27.42

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.29		8.33	57.14		77.78	28.57		13.89
Grade 4	27.59		14.71	51.72		70.59	20.69		14.71
Grade 5	15.00		*	50.00		*	35.00		*
Grade 6	26.47		*	41.18		*	32.35		*
All Grades	20.97		10.48	49.19		72.58	29.84		16.94

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.52		11.11	66.67		58.33	23.81		30.56
Grade 4	13.79		29.41	68.97		47.06	17.24		23.53
Grade 5	15.00		*	52.50		*	32.50		*
Grade 6	23.53		*	58.82		*	17.65		*
All Grades	16.13		16.13	60.48		56.45	23.39		27.42

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.52		11.11	80.95		66.67	9.52		22.22
Grade 4	24.14		0.00	55.17		85.29	20.69		14.71
Grade 5	20.00		*	52.50		*	27.50		*
Grade 6	14.71		*	64.71		*	20.59		*
All Grades	17.74		11.29	61.29		70.16	20.97		18.55

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	23.81		5.56	38.10		72.22	38.10		22.22
Grade 4	13.79		14.71	68.97		73.53	17.24		11.76
Grade 5	17.50		*	42.50		*	40.00		*
Grade 6	29.41		*	55.88		*	14.71		*
All Grades	20.97		8.87	51.61		76.61	27.42		14.52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Overall scores for students in the ELA results shows that Spinelli students showed a decrease in the percent Standard Not Met category.
- Reading scores for students show a marked difference in those scoring % below standard from the 18-19 assessment to the 21-22 assessment, from 29.84 to 16.94, though the % at or near standard has increased from

49.19 to 72.58. Writing, listening, and research/inquiry subsections show a similar pattern; a decrease in the % scoring below standard and an increase in the % at or near standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	23	40	39	23	0	37	23	0	37	100	0.0	94.9
Grade 4	30	32	35	29	0	34	29	0	34	96.7	0.0	97.1
Grade 5	41	24	32	40	0	32	40	0	32	97.6	0.0	100.0
Grade 6	36	36	27	35	0	24	35	0	24	97.2	0.0	88.9
All Grades	130	132	133	127	0	127	127	0	127	97.7	0.0	95.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2387.		2420.	4.35		16.22	26.09		21.62	26.09		29.73	43.48		32.43
Grade 4	2469.		2464.	13.79		8.82	34.48		32.35	20.69		38.24	31.03		20.59
Grade 5	2474.		2449.	2.50		6.25	25.00		12.50	37.50		28.13	35.00		53.13
Grade 6	2508.		2475.	20.00		4.17	20.00		16.67	25.71		20.83	34.29		58.33
All Grades	N/A	N/A	N/A	10.24		9.45	25.98		21.26	28.35		29.92	35.43		39.37

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.70		8.11	47.83		51.35	43.48		40.54
Grade 4	27.59		11.76	34.48		61.76	37.93		26.47
Grade 5	10.00		9.38	40.00		40.63	50.00		50.00
Grade 6	20.00		*	40.00		*	40.00		*
All Grades	16.54		8.66	40.16		48.82	43.31		42.52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.70		21.62	47.83		43.24	43.48		35.14
Grade 4	27.59		17.65	44.83		58.82	27.59		23.53
Grade 5	2.50		6.25	60.00		50.00	37.50		43.75
Grade 6	14.29		*	45.71		*	40.00		*
All Grades	12.60		14.17	50.39		51.97	37.01		33.86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	4.35		21.62	47.83		56.76	47.83		21.62
Grade 4	27.59		20.59	44.83		50.00	27.59		29.41
Grade 5	5.00		3.13	60.00		53.13	35.00		43.75
Grade 6	22.86		*	42.86		*	34.29		*
All Grades	14.96		13.39	49.61		53.54	35.43		33.07

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Overall achievement data shows that percentages in standard not met and standard nearly met have increased while the percentages in standard met and standard exceeded have decreased. This data shows a need for increased math intervention, as well as a focus on staff development in the teaching of math standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	6	4	8
1	1415.3	1459.3	*	1407.8	1465.1	*	1422.7	1453.1	*	12	12	7
2	*	*	1448.9	*	*	1445.8	*	*	1451.4	8	*	15
3	*	1476.0	*	*	1471.8	*	*	1479.9	*	5	12	6
4	*	*	*	*	*	*	*	*	*	4	10	9
5	*	*	1510.0	*	*	1500.5	*	*	1519.0	5	6	11
6	*	*	*	*	*	*	*	*	*	7	6	*
All Grades										47	53	59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	0.00	8.33	*	50.00	58.33	*	25.00	25.00	*	25.00	8.33	*	12	12	*
2	*	*	0.00	*	*	40.00	*	*	40.00	*	*	20.00	*	*	15
3	*	8.33	*	*	58.33	*	*	25.00	*	*	8.33	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	9.09	*	*	36.36	*	*	45.45	*	*	9.09	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.51	5.66	8.47	34.04	52.83	40.68	31.91	22.64	33.90	25.53	18.87	16.95	47	53	59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	25.00	33.33	*	16.67	50.00	*	25.00	8.33	*	33.33	8.33	*	12	12	*
2	*	*	13.33	*	*	33.33	*	*	33.33	*	*	20.00	*	*	15
3	*	33.33	*	*	50.00	*	*	8.33	*	*	8.33	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	9.09	*	*	63.64	*	*	18.18	*	*	9.09	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.89	22.64	18.64	38.30	50.94	40.68	21.28	7.55	22.03	25.53	18.87	18.64	47	53	59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	0.00	0.00	*	33.33	41.67	*	41.67	33.33	*	25.00	25.00	*	12	12	*
2	*	*	0.00	*	*	46.67	*	*	26.67	*	*	26.67	*	*	15
3	*	0.00	*	*	50.00	*	*	41.67	*	*	8.33	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	0.00	*	*	18.18	*	*	63.64	*	*	18.18	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.64	3.77	5.08	21.28	30.19	32.20	36.17	39.62	42.37	31.91	26.42	20.34	47	53	59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	41.67	50.00	*	33.33	50.00	*	25.00	0.00	*	12	12	*
2	*	*	6.67	*	*	73.33	*	*	20.00	*	*	15
3	*	33.33	*	*	58.33	*	*	8.33	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	18.18	*	*	72.73	*	*	9.09	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.15	28.30	25.42	57.45	58.49	59.32	23.40	13.21	15.25	47	53	59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	0.00	0.00	*	66.67	91.67	*	33.33	8.33	*	12	12	*
2	*	*	13.33	*	*	60.00	*	*	26.67	*	*	15
3	*	50.00	*	*	41.67	*	*	8.33	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	27.27	*	*	54.55	*	*	18.18	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.51	22.64	18.64	65.96	58.49	57.63	25.53	18.87	23.73	47	53	59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	0.00	8.33	*	75.00	66.67	*	25.00	25.00	*	12	12	*
2	*	*	6.67	*	*	53.33	*	*	40.00	*	*	15
3	*	8.33	*	*	66.67	*	*	25.00	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	0.00	*	*	72.73	*	*	27.27	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.64	3.77	6.78	48.94	58.49	61.02	40.43	37.74	32.20	47	53	59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	25.00	0.00	*	58.33	91.67	*	16.67	8.33	*	12	12	*
2	*	*	6.67	*	*	80.00	*	*	13.33	*	*	15
3	*	0.00	*	*	91.67	*	*	8.33	*	*	12	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	9.09	*	*	72.73	*	*	18.18	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.40	3.77	15.25	51.06	77.36	67.80	25.53	18.87	16.95	47	53	59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to the COVID pandemic Spinelli Elementary School was closed on March 16, 2020. The CAASPP testing was canceled in the 2019-2020 school year.
2. The data shows that of the 47 students tested, 42.55% scored in the Performance Level 3 or Performance Level 4 as reported on the Overall Language of the ELPAC.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
281	77.6	18.9	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	53	18.9
Foster Youth		
Homeless	33	11.7
Socioeconomically Disadvantaged	218	77.6
Students with Disabilities	61	21.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	6.4
American Indian or Alaska Native	2	0.7
Asian	31	11.0
Filipino	5	1.8
Hispanic	108	38.4
Two or More Races	24	8.5
Native Hawaiian or Pacific Islander	1	0.4
White	92	32.7

Conclusions based on this data:

- In the 2018-2019 school year over 78% of students attending Spinelli Elementary are Socioeconomically Disadvantaged.

-
2. In the 2018-2019 approximately 19% of students attending Spinelli Elementary are English Learners.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Orange		

Conclusions based on this data:

1. On a color scale of red indicating the lowest levels of performance and blue indicating the highest level of performance, students attending Spinelli Elementary are scoring at a low level in ELA and Math. Chronic absenteeism is at an average level. Suspension rate is a green which supports a positive school climate for learning.
2. Chronic absenteeism dropped from the average (yellow) level to the low (orange level). Many students (and staff) were ill prior to the COVID pandemic and school closure on March 16, 2020. Chronic absenteeism was tracked in the 2019-2020 school year. Accurate attendance was not reported after the closure.

School and Student Performance Data

Academic Performance English Language Arts

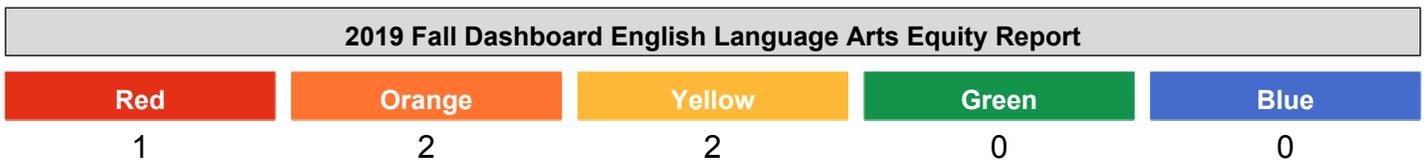
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 13.4 points below standard Maintained ++1.4 points 116	<p>English Learners</p> Orange 24.8 points below standard Maintained -0.7 points 33	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color 59 points below standard Declined Significantly -28.9 points 13	<p>Socioeconomically Disadvantaged</p> Orange 23.3 points below standard Declined -4.5 points 97	<p>Students with Disabilities</p> Red 104 points below standard Declined Significantly -19 points 31

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0.5 points above standard Increased ++13.2 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 25.6 points below standard Increased Significantly ++15.2 points 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 6.1 points above standard Declined -5.4 points 44

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
81.8 points below standard Declined Significantly -19.7 points 18	43.7 points above standard Increased ++10.6 points 15	10.9 points below standard Maintained ++1.7 points 80

Conclusions based on this data:

1. Due to the COVID pandemic Spinelli Elementary School was closed on March 16, 2020. The CAASPP testing was canceled in the 2019-2020 school year.
2. Students in the White subgroup scored 6.1 points above standard but declined 5.4 points from 2018.
3. The following subgroups scored below standard: All Students, EL, Homeless, Socioeconomically Disadvantaged and Students with Disabilities.

School and Student Performance Data

Academic Performance Mathematics

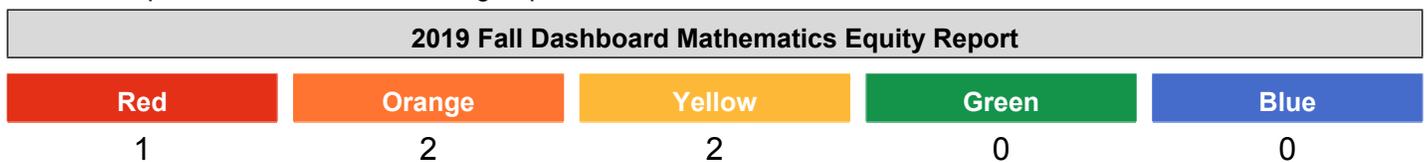
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 39.6 points below standard Declined -9.3 points 116	<p>English Learners</p> Orange 47.5 points below standard Declined -13.6 points 33	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color 97.1 points below standard Declined Significantly -52.8 points 13	<p>Socioeconomically Disadvantaged</p> Orange 50.3 points below standard Declined -14 points 97	<p>Students with Disabilities</p> Red 121.5 points below standard Declined Significantly -44.4 points 31

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 26.5 points below standard Increased ++5.6 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 49.5 points below standard Increased ++5.7 points 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 15.2 points below standard Declined -13.8 points 44

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.8 points below standard Declined Significantly -29.7 points 18	20.1 points above standard Declined -6.2 points 15	38.7 points below standard Declined -8.9 points 80

Conclusions based on this data:

1. Due to the COVID pandemic Spinelli Elementary School was closed on March 16, 2020. The CAASPP testing was canceled in the 2019-2020 school year.
2. Students in the White and Hispanic subgroups scored below standard.
3. The following subgroups scored below standard: All Students, ELL, Socioeconomically Disadvantaged, Homeless, and Students with Disabilities. Homeless and Students with Disabilities declined significantly.

School and Student Performance Data

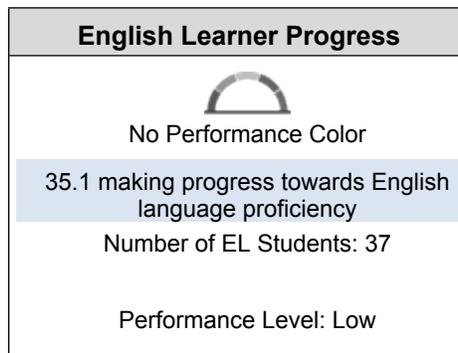
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.5	51.3		35.1

Conclusions based on this data:

1. Due to the COVID pandemic Spinelli Elementary School was closed on March 16, 2020. Fortunately, the ELPAC was completed prior to the closure but the graphs have not been updated on 2020 Dashboard yet.
2. 35% of the 37 English Learner students made progress towards English language proficiency.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

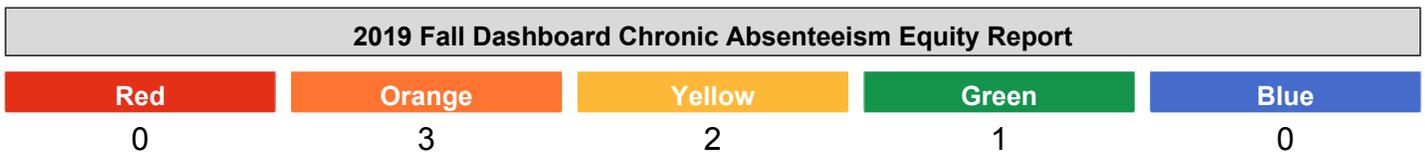
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Orange 12 Increased +1.3 259	<p>English Learners</p> Green 3.6 Declined -3 55	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> Yellow 17.1 Declined -11.4 35	<p>Socioeconomically Disadvantaged</p> Orange 14.5 Increased +2.6 207	<p>Students with Disabilities</p> Orange 15.1 Increased +2.2 73

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 31.6 Increased +31.6 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 3.8 Increased +3.8 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 12.2 Declined -7.8 74	 No Performance Color 5.6 Declined -14.4 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Orange 12.4 Increased +5.2 113

Conclusions based on this data:

- The data shows that chronic absenteeism (students who were absent 10 or more of the instructional days they were enrolled) at Spinelli Elementary increased 1% school wide. However, there was a 10% decrease in 2018.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

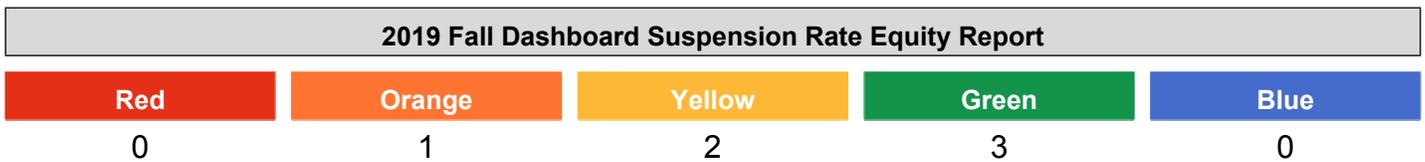
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>1.8</p> <p>Declined Significantly -1.1</p> <p>274</p>	<p>English Learners</p>  <p>Orange</p> <p>3.3</p> <p>Maintained +0.1</p> <p>60</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p>Homeless</p>  <p>Yellow</p> <p>2.6</p> <p>Maintained -0.1</p> <p>38</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>1.8</p> <p>Declined Significantly -1.8</p> <p>221</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>1.3</p> <p>Declined -3.5</p> <p>75</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Maintained 0 19	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 0 Maintained 0 26	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.7 Declined -3.5 75	 No Performance Color 4.3 Maintained -0.2 23	 No Performance Color Less than 11 Students - Data 3	 Yellow 1.6 Maintained -0.1 122

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.9	1.8

Conclusions based on this data:

1. The data shows that Spinelli Elementary has a low rate of student suspensions and it continues to decline. 2.9% of the 273 students were suspended in 2018. This was a 2.4% decline from the previous year. 1.8% of the 274 students were suspended in 2019.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Local Control Accountability Plan Goal #1 All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.

Goal 1

By May 2023, students scoring in the red band (2 or more grade levels below) in i-Ready beginning of the year reading diagnostic will decrease 10%, from 29% to 19%, by the end of year i-Ready reading diagnostic test.

Identified Need

At the beginning of the 22-23 school year, K-6 students were administered the i-Ready reading diagnostic assessment. Students scores are as follows: 7% at mid or above grade level, 18% early on grade level, 46% one grade level below, 19% two grade levels below, 10% three or more grade levels below for a total of 75% of students scoring below grade level. In addition, students were given the SBAC ELA assessment in the spring of the 21-22 school year and the results are as follows: 13.25% of 3rd-6th grade students exceed standards, 31.5% met standards, 26.75% nearly met standards, and 27.25% did not meet standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready reading diagnostic assessment test results.	75% of students are scoring below grade level in reading diagnostic test.	10% growth in red band scores from the Beginning of Year reading diagnostic test in i-Ready to the End of Year reading diagnostic test.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, Title 1, EL

Strategy/Activity

Strategy-
Identify at-risk students to determine their literacy needs.

Specific Tasks-

Within the first month of school, teachers and support staff will administer the i-Ready reading diagnostic to all K-6 students to identify at-risk students and determine their literacy needs.
Administer Star Phonics assessment in grades K-6 and analyze the data
Analyze the 2021-2022 (May 2022) school year i-Ready reading diagnostic results.

Analyze formative and summative assessment data for at-risk students.
 Analyze the Universal screener results in fluency administered in August 2022 to identify at-risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
150000.00	Title I Part A: Disadvantaged Students
	Other

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Socioeconomically Disadvantaged, English Learners, Foster Youth, McKinney Vento, Special Ed

Strategy/Activity

Strategy-
 Plan and implement the literacy intervention plan for at-risk students.

Specific Tasks:

- Identify specific literacy needs
- Develop, implement, and monitor SMART Goals according to student needs and address those needs in workshop using small group/one-on-one interventions
- Analyze ELA SBAC results
- Analyze 5Lab data
- Analyze results of the i-Ready reading diagnostic
- Select appropriate literacy intervention strategies/ materials for at-risk students using the adopted Wonders and WonderWorks curriculum
- Implement literacy interventions to meet at-risk student’s needs on a daily, weekly, monthly basis
- Monitor and evaluate student progress in the foundational skills weekly
- Collaborative teacher groups give input/suggestions and develop a plan for intervention
- Instructional and Supplemental materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	Lottery: Instructional Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategy-
Professional Development

Specific Tasks:

Continue training in the Student Success Plan process (Tier 1) and SMART goal process (Tier 2)

Continue to train staff in Foundational Skills needed for interventions

PLC- emphasis on protocols and data analysis

Teacher collaboration and peer observations

Continue UDL training of the staff by the MTSS Leadership Team

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The goal and strategies were implemented as written and the outcomes were better than expected. Students not only met the goal of 10% growth, but in some areas exceeded this goal. The results of the end of the year i-Ready reading assessment are as follows:

The green banded scores went from 19% to 48% of students reaching grade level performance, yellow banded scores went from 52% to 39%, and red banded scores went from 28% to 12% of students scoring 2 grade levels or more below.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The teacher use a district provided curriculum map to guide instruction, pacing, and assessments.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Local Control Accountability Plan Goal #1 All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.

Goal 2

By May 2023, students scoring in the red band (2 or more grade levels below) in i-Ready beginning of the year mathematics diagnostic will decrease 10%, from 37% to 27%, by the end of year i-Ready mathematics diagnostic test.

Identified Need

At the beginning of the 22-23 school year, K-6 students were administered the i-Ready mathematics diagnostic assessment. Students scores are as follows: 2% at mid or above grade level, 9% early on grade level, 52% one grade level below, 29% two grade levels below, 9% three or more grade levels below for a total of 90% of students scoring below grade level. In addition, students were given the SBAC Math assessment in the spring of the 21-22 school year and the results are as follows: 8.5% of 3rd-6th grade students exceed standards, 20.25% met standards, 28.75% nearly met standards, and 40.75% did not meet standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric-i-Ready diagnostic mathematics test results	90% of students are scoring below grade level in mathematics diagnostic	10% growth in red banded scores from the Beginning of Year mathematics diagnostic test in i-Ready to the End of Year math diagnostic test

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, Title 1, EL

Strategy/Activity

Identify at-risk students to determine their mathematics needs.

Specific tasks-

Within the first month of school, teachers and support staff will administer the i-Ready mathematics diagnostic to all K-6 students to identify at-risk students and determine their mathematical needs.

Analyze Math SBAC scores

Analyze the 2020-2021 school year i-Ready math diagnostic results.

Analyze formative and summative assessment data for at-risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Socioeconomically Disadvantaged, English Learners, Foster Youth, McKinney Vento, Special Ed

Strategy/Activity

Plan and implement the mathematics intervention plan for at-risk students

Specific Tasks:

Identify specific mathematics needs

Develop, implement, and monitor SMART Goals according to student needs and address those needs in workshop using small group/one-on-one interventions

Analyze 5Lab data

Analyze i-Ready data

Analyze Math SBAC scores

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy

Professional development

Specific tasks-

Continue training in the Student Success Plan process (Tier 1) and SMART goal process (Tier 2)
Provide teachers with a 19 day kick start math program to address gaps in learning from previous grades

Train staff in math intervention strategies using number talks, Open/Middle problems, 3 Act Tasks, and Three Read Protocol needed for interventions

PLC- emphasis on protocols and data analysis

Teacher collaboration and peer observations

UDL training to the staff by the MTSS Leadership Team

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000.00

Source(s)

Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The goal and strategies were implemented as written and the outcomes were about what was expected. Students met the goal of 10% growth, and in some areas exceeded the goal. The results of the end of the year i-Ready mathematics diagnostic are as follows:

The green banded scores went from 13% to 23% of students reaching grade level performance, yellow banded scores went from 55% to 57%, and red banded scores went from 36% to 17% of students scoring 2 grade levels or more below.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A strategy has been added to the implementation process to improve student performance and address learning gaps. The 19 day kick start was added to strategy 3. Teachers will continue to follow the district curriculum map for the remainder of the school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Local Control Accountability Plan Goal #2: Climate

All stakeholders will experience a school and district climate that is physically and emotionally safe and supportive.

Goal 3

By May 2023, 85% of the students will feel safe and engaged in school as measured by the Panorama Survey.

Identified Need

Spinelli students in grades 3-6 were administered the Panorama School Survey in August 2022. Results show that 60% of 3-5 graders feel engaged in school and 58% feel safe. 45% of 6th graders feel engaged in school and 49% feel safe.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama School Survey Safe School Survey Data Dashboard (Chronic Absenteeism) 5 Labs	60% of students grades 3-5 and 45% of grade 6 feel engaged in school and 58% of students grades 3-5 and 49% of grade 6 feel safe at school.	At least 70% of students will feel connected at school.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Engagement Strategy-

Reward students for meeting class goals, provide opportunity for independent research, take students outside to learn (when feasible), team points, assemblies, motivational speakers and assemblies.

Social Emotional Strategy-

Teachers will spend at least 30 minutes a week teaching the Second Step, Kernels, or the ClassDojo social emotional learning curriculum.

Teachers will do a daily check in with all students to determine if further follow up is needed either as a class or with an individual student.

Specific Tasks-

Arts and Crafts Club, Running Club

Tiger tickets are given to students daily by all staff members for exemplifying the qualities of Be Safe, Be Kind, Be a Learner. ClassDojo points are given to classes when they are in the cafeteria, library, PE, and STEAM rotations. Tiger tickets can be spent in the Spinelli Store.

Tiger Day Awards, Best Class Attendance award weekly, Tiger Ticket Winners drawings announced weekly, ClassDojo winners announced weekly and PeaceKeeper tickets given to students who show teamwork and kindness.

Weekly PE by the PE specialist

Weekly STEAM instruction by the STEAM specialist

Safe School Ambassadors

Peace Keeper Program

School-wide Assemblies to promote positive behavior and anti bullying

A Touch of Understanding-a disability awareness program for 4th graders

Healthy Play strategies will be used by teachers/staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000.00	ASB
5000.00	General Fund
1280.00	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation of the strategies to promote students engagement and improve attendance were followed as prescribed. Families received communication regarding the events. The Office Assistant called home when students were absent. In a effort to improve attendance, the Office Assistant will continue to call families when their student is absent. The strategies had a positive effect on grade 6 students, moving from 30% of students engaged in school to 47% responding in a positive way. Grades 3-5 remained relatively the same with a slight drop from 60% to 57% responding in a positive way.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategies have been added to address the lack of effectiveness of the goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Local Control Accountability Plan Goal #1 All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.

Goal 4

By May of 2023, EL students appearing in the red band (2 or more grade levels below) in the vocabulary domain on the i-Ready diagnostic will decrease by 10%, from 52% to 42%.

Identified Need

EL students are scoring lower than their English only counterparts on the i-Ready reading diagnostic test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready scores in the vocabulary domain	52% of EL students scored in the red band in the vocabulary domain vs. 27% of English only students.	The number of students scoring in the red band will decrease by 10%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL

Strategy/Activity

Strategy-

Training all teachers to use EL strategies to support the vocabulary development for EL students.
Training teachers in various ways to introduce new vocabulary to students.

Specific Tasks-

EL Vocabulary Professional Development

Identify EL students vocabulary deficiencies and create a goal for improvement. Students and teachers will monitor this goal.

Set time for ELL and teacher collaboration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$126,470.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$167,280.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$3,000.00
Title I Part A: Disadvantaged Students	\$150,000.00
Title I Part A: Parent Involvement	\$1,280.00

Subtotal of additional federal funds included for this school: \$154,280.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
ASB	\$3,000.00
General Fund	\$5,000.00
Lottery: Instructional Materials	\$5,000.00

Subtotal of state or local funds included for this school: \$13,000.00

Total of federal, state, and/or local funds for this school: \$167,280.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Erica Olmstead	Principal
Patricia Hare	Classroom Teacher
Mary Buford	Classroom Teacher
Lesley Garcia	Other School Staff
Julie Steinkamp	Classroom Teacher
Alaura Alfajora	Parent or Community Member
Karinne Falcon	Parent or Community Member
Erica Lee	Parent or Community Member
Tatyana Matsyuk	Parent or Community Member
Nicole Lylte-Kosola	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 20, 2022.

Attested:



Principal, Erica Olmstead on October 20, 2022



SSC Chairperson, Karinne Falcon on October 20, 2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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