School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Emblem Academy
Address	22635 W. Espuella Drive Saugus, CA 91350
County-District-School (CDS) Code	19649986022669
Principal	Dianne Saunders (Interim Principal)
District Name	Saugus Union School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	June 6, 2023
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

School Vision and Mission

Mission Statement:
Blending ethics and the. spirit of entrepreneurship with the technical skills of STEM to create a unique opportunity for all students to gain and apply 21st-century skills that include the four "C's".
*Critical Thinking
*Communication
*Collaboration
*Creativity

Vision: To. create a dynamic learning environment where all students, teachers, and parents become involved in the learning process.

Emblem Academy's highly qualified staff provides an outstanding educational experience for all students through:
* Research Based Instructional Strategies
* High Expectations
* Academic Perseverance
* Equity and Character Development through the Six Pillars of Character
* Inclusion of students with special needs
* ESTEEM (Ethics, Science, Technology, Engineering, Entrepreneurship, Mathematics)

PBIS 3-5:
Support Others Act Responsibility (SOAR)

Motto:
Eagle, Eagle, Eagle . . Soar! Soar! Soar!

Pledge:
As an Emblem Eagle I pledge to . . .
Give my best today
Strive for excellence the Emblem way.
Embrace ethics and take pride in all I do
To be a 21st century learner at home and at school.
I am an Emblem Eagle through and through!
Eagle! Eagle! Eagle! Soar! Soar! Soar!
Support Others Act Responsibility

Song
Emblem Academy School of our youth,
To do our best we will try Reaching up into the sky.
Like an eagle soaring higher and higher
Emblem Academy
In our heart you'll always be.
Shouting E – M – B- L – E – M!
A place for friends and family.
Yeah!

School Profile

Emblem Academy is located in the heart of Santa Clarita. Emblem has been recognized as a National Blue Ribbon School, California Gold Ribbon School, California Distinguished School and had earned the Golden Bell award. In addition to its general education students, Emblem is home to the Regional Autism Program (RAP) from the Santa Clarita Valley Special Education Local Plan Area (SELPA). Students in general education (grades 3-6) take the CAASPP state assessment and the students in the RAP program are assessed through the California Alternate Assessment. Currently enrollment is 796 students in grades preK through sixth. Emblem Academy has 34 teachers, two administrators and paraeducators who work together to provide high level of learning to all students. In addition Emblem

has an active PTA and parents play an integral role in supporting students and staff. Teachers collaborate to provide a common viable curriculum for students personal and academic success. Students are engaged in standards based lesson and activities designed to promote critical thinking, creativity, and collaboration.

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

Instructional staff - We have included a standing item on our staff meeting agenda to discuss Emblem's School Plan for Student Achievement. Teachers and administration collaborate to give input for goals and actions related to the Single School Plan.

Parent Groups (Site Council, ELAC, Community Meetings) - The SPSA is a standing item on meeting agendas. During Site Council and ELAC meetings, SPSA goals and budgets are reviewed, discussed, and input is provided. Community meetings such as monthly Coffee with the Principal are additional sessions where site goals and plans are presented to the community and feedback is provided.

School Site Council- The SPSA goals are reviewed and revised every year through School Site Council. The council consists of educational partners including parents / community members and school faculty.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	85	118	106
Grade 1	47	98	110
Grade 2	86	86	109
Grade3	73	131	89
Grade 4	66	111	133
Grade 5	76	86	117
Grade 6	87	104	92
Total Enrollment	520	734	756

Conclusions based on this data:

1. Emblem Academy's enrollment has increased by 22 students in the 2022/23 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	27	77	63	5.20%	10.5%	8.3%
Fluent English Proficient (FEP)	24	50	70	4.60%	6.8%	9.3%
Reclassified Fluent English Proficient (RFEP)	13			48.1%		

Conclusions based on this data:

1. The number of English Language learners has declined by 2.2% in the 22/23 school year

2. The percentage of fluent English proficient students has increased by 2.5%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	73	128		0	127		0	127		0.0	99.2	
Grade 4	65	110		0	110		0	110		0.0	100.0	
Grade 5	71	84		0	83		0	83		0.0	98.8	
Grade 6	84	98		0	98		0	98		0.0	100.0	
All Grades	293	420		0	418		0	418		0.0	99.5	

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2472.			44.88			25.20			19.69			10.24	
Grade 4		2527.			50.00			29.09			11.82			9.09	
Grade 5		2556.			39.76			34.94			15.66			9.64	
Grade 6		2594.			34.69			45.92			15.31			4.08	
All Grades	N/A	N/A	N/A		42.82			33.01			15.79			8.37	

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.22			55.91			7.87	
Grade 4		35.45			62.73			1.82	
Grade 5		33.73			57.83			8.43	
Grade 6		32.65			65.31			2.04	
All Grades		34.69			60.29			5.02	

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		32.28			54.33			13.39	
Grade 4		34.55			54.55			10.91	
Grade 5		38.55			57.83			3.61	
Grade 6		32.65			56.12			11.22	
All Grades		34.21			55.50			10.29	

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		28.35			61.42			10.24	
Grade 4		15.45			77.27			7.27	
Grade 5		24.10			69.88			6.02	
Grade 6		22.45			75.51			2.04	
All Grades		22.73			70.57			6.70	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		32.28			56.69			11.02	
Grade 4		30.00			62.73			7.27	
Grade 5		33.73			57.83			8.43	
Grade 6		33.67			63.27			3.06	
All Grades		32.30			60.05			7.66	

Conclusions based on this data:

1. In the 21/22 school year, 75.83% of students Exceeded and/or Met standard in ELA.

2. Writing has the highest percentage of students achieving below standard in 21-22 at 10.29%.

3. In the 21/22 school year, 76% of the students in grades three through sixth scored at, near, or above standard in the area of reading,

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	73	128		0	127		0	127		0.0	99.2	
Grade 4	65	110		0	110		0	110		0.0	100.0	
Grade 5	71	84		0	83		0	83		0.0	98.8	
Grade 6	84	98		0	98		0	98		0.0	100.0	
All Grades	293	420		0	418		0	418		0.0	99.5	

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2493.			49.61			29.92			11.81			8.66	
Grade 4		2522.			36.36			35.45			20.91			7.27	
Grade 5		2540.			34.94			15.66			39.76			9.64	
Grade 6		2593.			46.94			18.37			25.51			9.18	
All Grades	N/A	N/A	N/A		42.58			25.84			22.97			8.61	

Overall Achievement for All Students

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		52.76			38.58			8.66	
Grade 4		47.27			41.82			10.91	
Grade 5		27.71			54.22			18.07	
Grade 6		47.96			45.92			6.12	
All Grades		45.22			44.26			10.53	

Concepts & Procedures
Applying mathematical concepts and procedures

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		50.39			41.73			7.87	
Grade 4		31.82			56.36			11.82	
Grade 5		31.33			59.04			9.64	
Grade 6		28.57			56.12			15.31	
All Grades		36.60			52.39			11.00	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		48.82			47.24			3.94	
Grade 4		34.55			52.73			12.73	
Grade 5		27.71			68.67			3.61	
Grade 6		35.71			56.12			8.16	
All Grades		37.80			55.02			7.18	

Conclusions based on this data:

1. In 21/22, 68.42% of students Exceeded and/or Met standard in Math for all grade levels.

2. The area of Applying Concepts and Procedures has the highest number of students exceeding standard at 45.2% in 21/22

3. The percentage of students in grades three through sixth scoring at, near, or above standard in Problem Solving & Modeling/Data Analysis is 89% in 21/22.

School and Student Performance Data

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	*	1455.3		*	1440.4		*	1489.6		*	12	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		9	10	
3	*	1483.3		*	1485.3		*	1480.8		4	12	
4	*	*		*	*		*	*		7	6	
5	*	*		*	*		*	*		*	10	
6	*	*		*	*		*	*		*	*	
All Grades										27	56	

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	*	33.33		*	16.67		*	33.33		*	16.67		*	12	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	16.67		*	33.33		*	8.33		*	41.67		*	12	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	25.93	30.36		29.63	41.07		37.04	16.07		7.41	12.50		27	56	

Overall Language — Percentage of Students at Each Performance Level for All Students

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	25.00		*	33.33		*	25.00		*	16.67		*	12	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	41.67		*	16.67		*	16.67		*	25.00		*	12	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	33.33	50.00		48.15	26.79		7.41	14.29		11.11	8.93		27	56	

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	33.33		*	8.33		*	58.33		*	0.00		*	12	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	0.00		*	33.33		*	25.00		*	41.67		*	12	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	14.81	19.64		29.63	35.71		37.04	33.93		18.52	10.71		27	56	

Grade Level	Listening Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	25.00		*	58.33		*	16.67		*	12	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	41.67		*	25.00		*	33.33		*	12	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	33.33	42.86		55.56	46.43		11.11	10.71		27	56	

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	25.00		*	75.00		*	0.00		*	12	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	41.67		*	33.33		*	25.00		*	12	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	37.04	53.57		55.56	41.07		7.41	5.36		27	56	

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	41.67		*	50.00		*	8.33		*	12	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	0.00		*	58.33		*	41.67		*	12	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	18.52	23.21		59.26	60.71		22.22	16.07		27	56	

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	33.33		*	66.67		*	0.00		*	12	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	0.00		*	91.67		*	8.33		*	12	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	18.52	30.36		66.67	67.86		14.81	1.79		27	56	

Conclusions based on this data:

1. The number of English Learner students declined by 18 students between the 18-19 and 21-22 SY.

2. The percentage of students scoring a level 4 overall on the ELPAC declined by 8.83% between 18-19 and 21-22 SY.

3. Written language continues to be the area of highest need for students receiving a level 4 score at 19.64% scoring a level 4 in this area in the 21-22 SY.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
734	**15.4**	**10.5**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Emblem Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	77	10.5
Foster Youth		
Homeless	3	0.4
Socioeconomically Disadvantaged	113	15.4
Students with Disabilities	118	16.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	37	5.0
American Indian	3	0.4
Asian	90	12.3
Filipino	91	12.4
Hispanic	225	30.7
Two or More Races	37	5.0
Pacific Islander		
White	247	33.7

Conclusions based on this data:

1. The percentage of students identified as Socioeconomically Disadvantaged is15.4% for the 21/22 school year.

2. The percentage of students identified as English Learners is 10.5% for the 21/22 school year.

3. The percentage of students identified with disabilities is 16.1% for the 21/22 school year.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
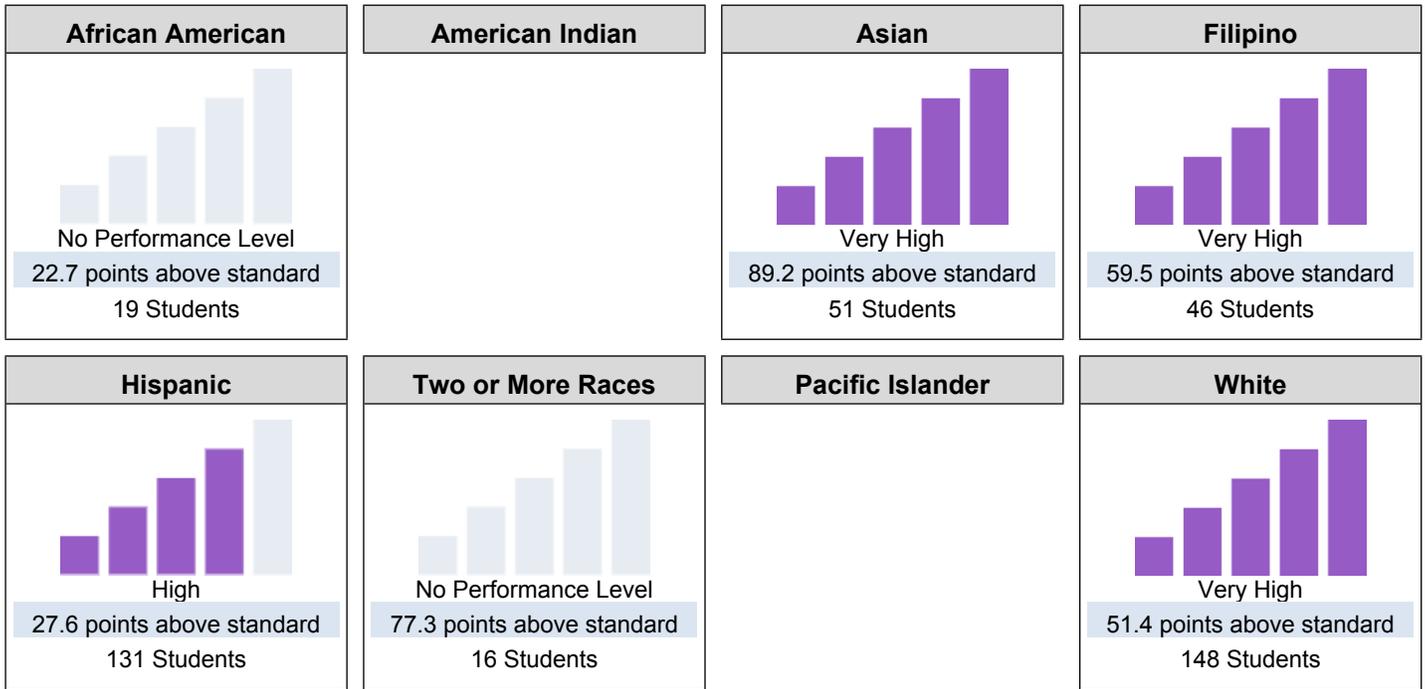
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts — Very High	**Chronic Absenteeism** — High	**Suspension Rate** — Very Low
Mathematics — Very High		
English Learner Progress — Medium		

Conclusions based on this data:

1. The overall performance levels for ELA and Mathematics are Very High

2. The overall progress level for English Learners is medium.

3. The overall Chronic Absenteeism rate is high and the overall Suspension rate is very low

School and Student Performance Data

Academic Performance
English Language Arts
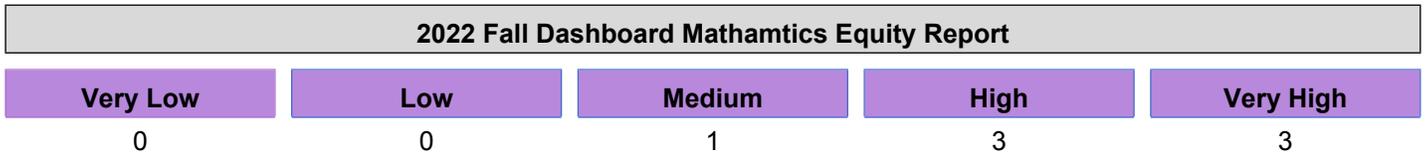
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
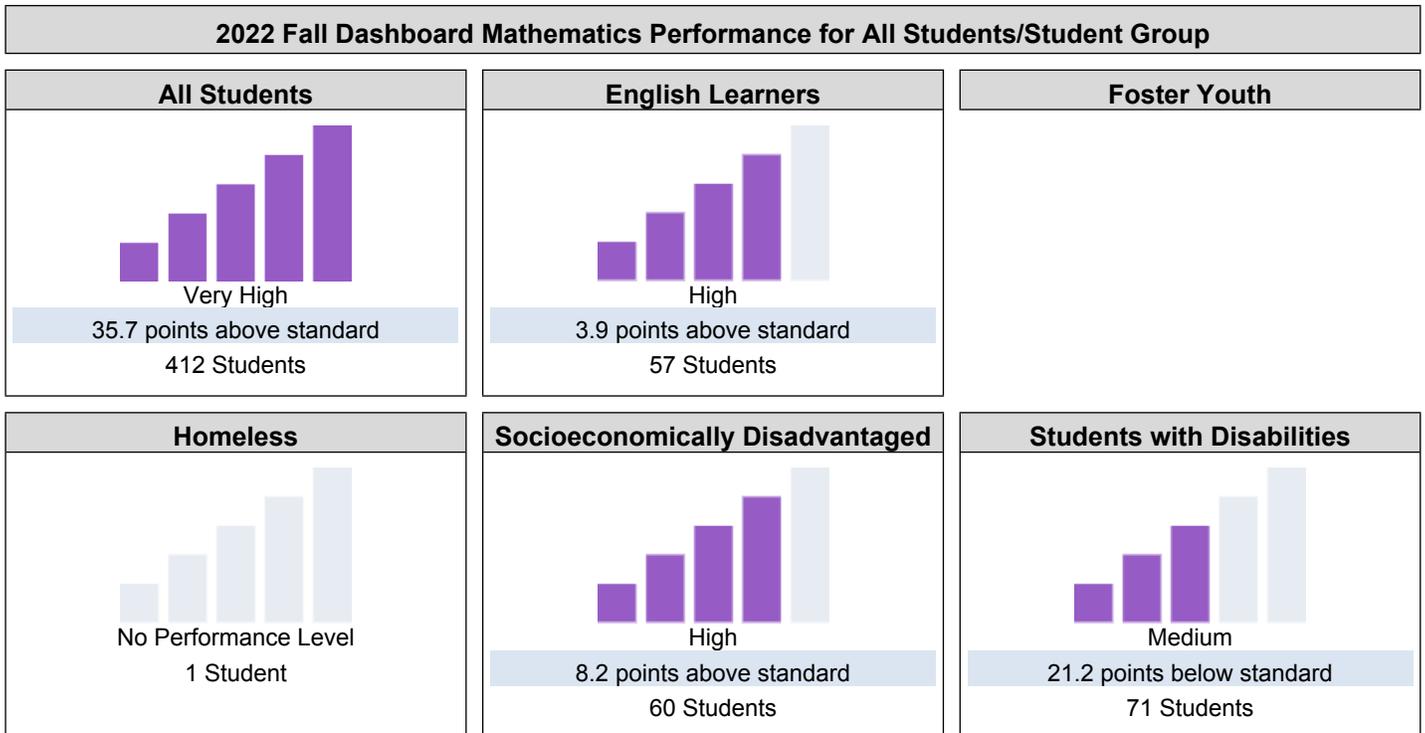
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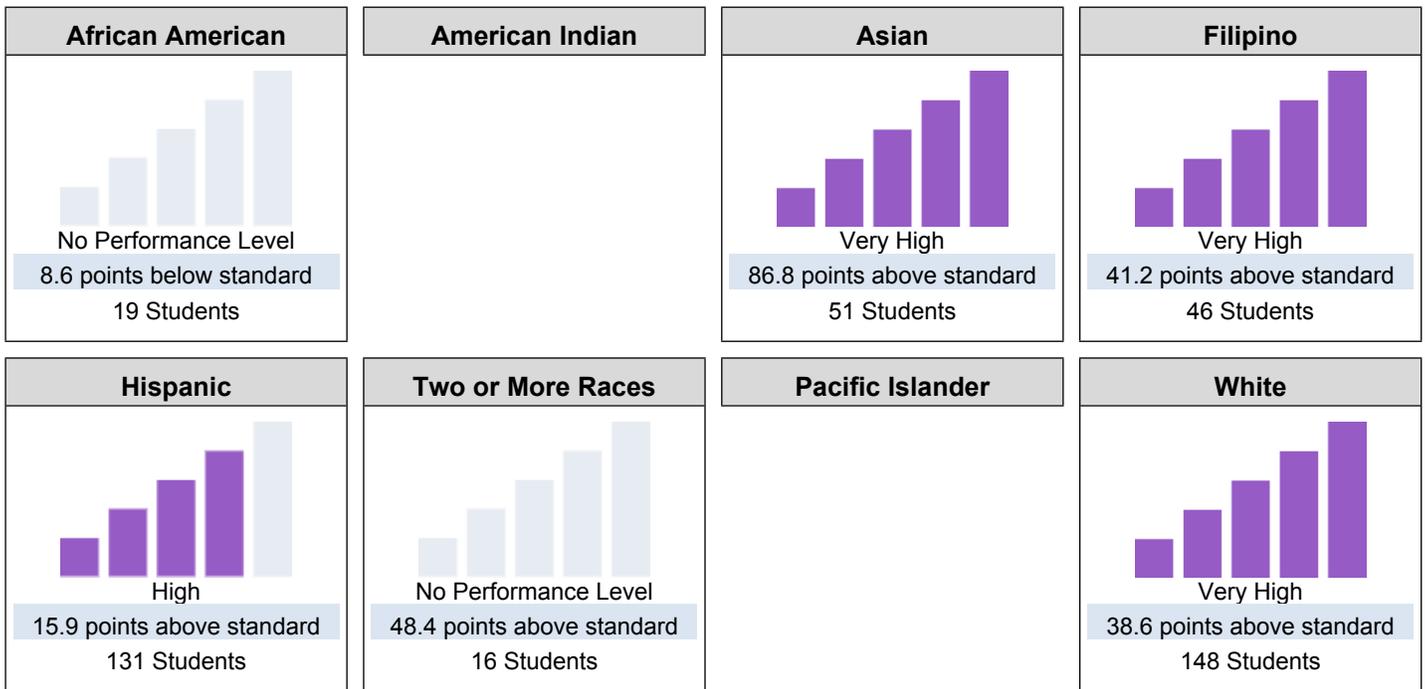
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	1	0	3	3

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	High	
48.8 points above standard	15.6 points above standard	
412 Students	57 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Low
1 Student	20.7 points above standard	18.0 points below standard
	60 Students	71 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Level

22.7 points above standard

19 Students

American Indian

Asian

Very High

89.2 points above standard

51 Students

Filipino

Very High

59.5 points above standard

46 Students

Hispanic

High

27.6 points above standard

131 Students

Two or More Races

No Performance Level

77.3 points above standard

16 Students

Pacific Islander

White

Very High

51.4 points above standard

148 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

46.5 points below standard

31 Students

Reclassified English Learners

89.6 points above standard

26 Students

English Only

51.9 points above standard

336 Students

Conclusions based on this data:

1. The overall performance level for all students in ELA is very high scoring 48.8 points above standard.

2. Reclassified EL students had the highest performance at 89.6 points above standard. Current EL students performed at 46.5 points below standard.

3. Students identified as low SES performed high in ELA scoring 20.7 points above standard. Students with disabilities performed at the low level in ELA scoring 18 points below standard.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	1	3	3

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	High	
35.7 points above standard	3.9 points above standard	
412 Students	57 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	High	Medium
1 Student	8.2 points above standard	21.2 points below standard
	60 Students	71 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		Very High	Very High
8.6 points below standard		86.8 points above standard	41.2 points above standard
19 Students		51 Students	46 Students

Hispanic	Two or More Races	Pacific Islander	White
High	No Performance Level		Very High
15.9 points above standard	48.4 points above standard		38.6 points above standard
131 Students	16 Students		148 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
35.8 points below standard	51.4 points above standard	39.5 points above standard
31 Students	26 Students	336 Students

Conclusions based on this data:

1. The All Students group performed at the very high level scoring 35.7 points above standard in mathematics.

2. Reclassified EL students had the highest performance at 51.4 points above standard. Current EL students performed at 35.8 points below standard. Overall EL students still scored high at 3.9 points above standard in Math.

3. Low SES scored at the high level with 8.9 points above standard.

School and Student Performance Data

Academic Performance
English Learner Progress
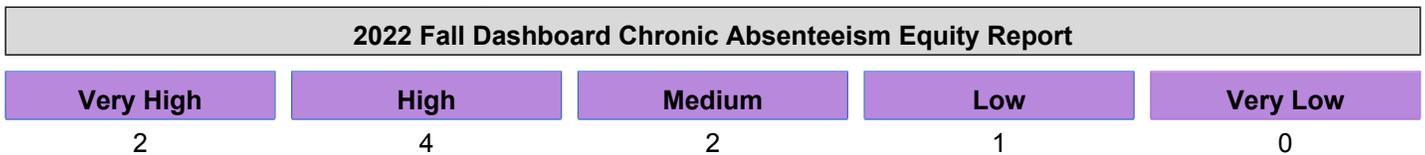
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please 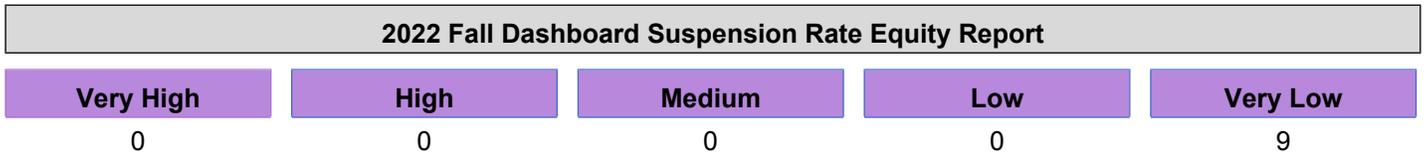note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

52.4 making progress towards English language proficiency

Number of EL Students: 42 Students

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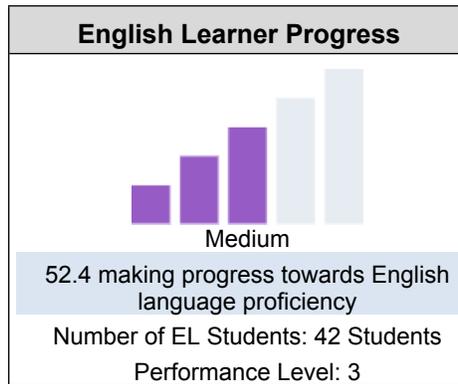
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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**
16.7%	31.0%	0.0%	52.4%

Conclusions based on this data:

1. The percentage of EL students decreasing one ELPI Level is 16.7%.

2. The percentage of EL students maintaining ELPI Level 1, 2L, 2H, 3L, or 3H is 31%. No EL students maintained ELPI Level 4

3. The percentage of EL students progressing at least one ELPI Level is 52.4%.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
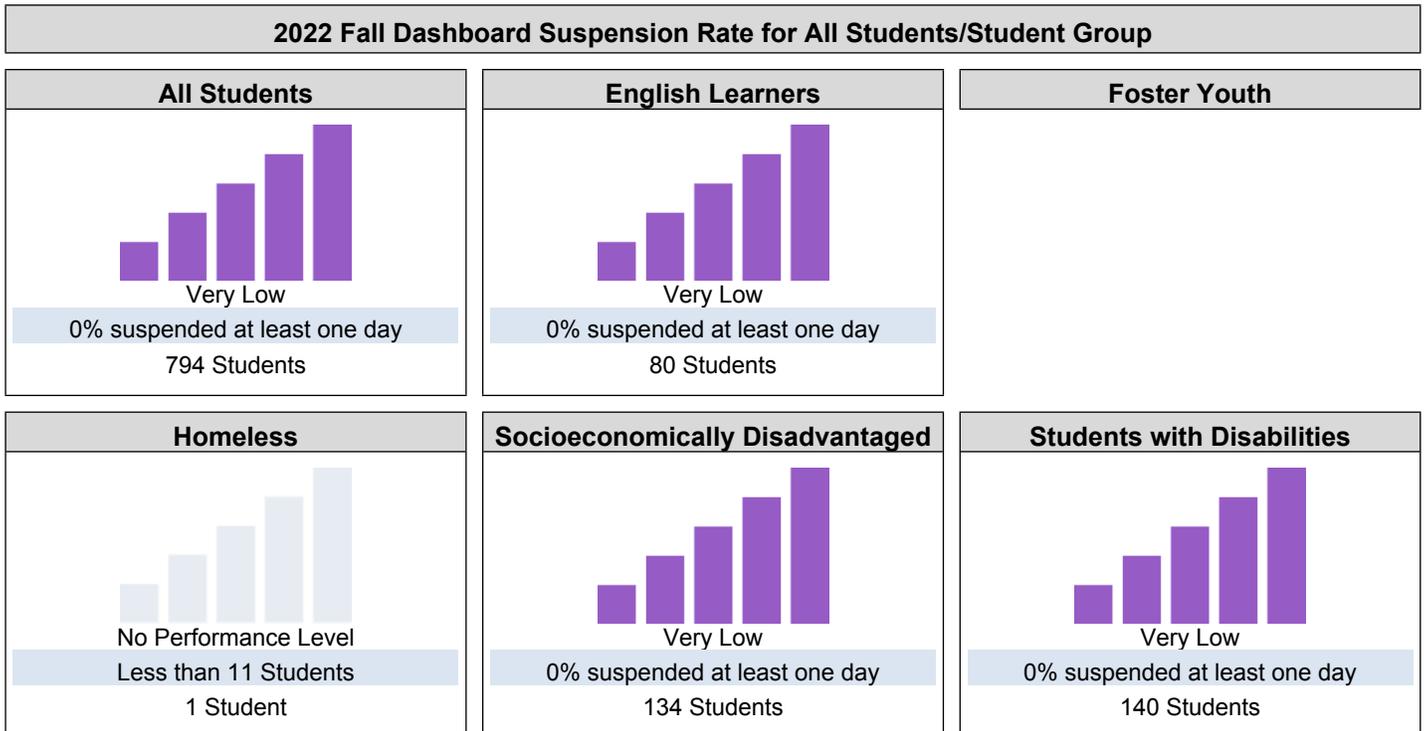
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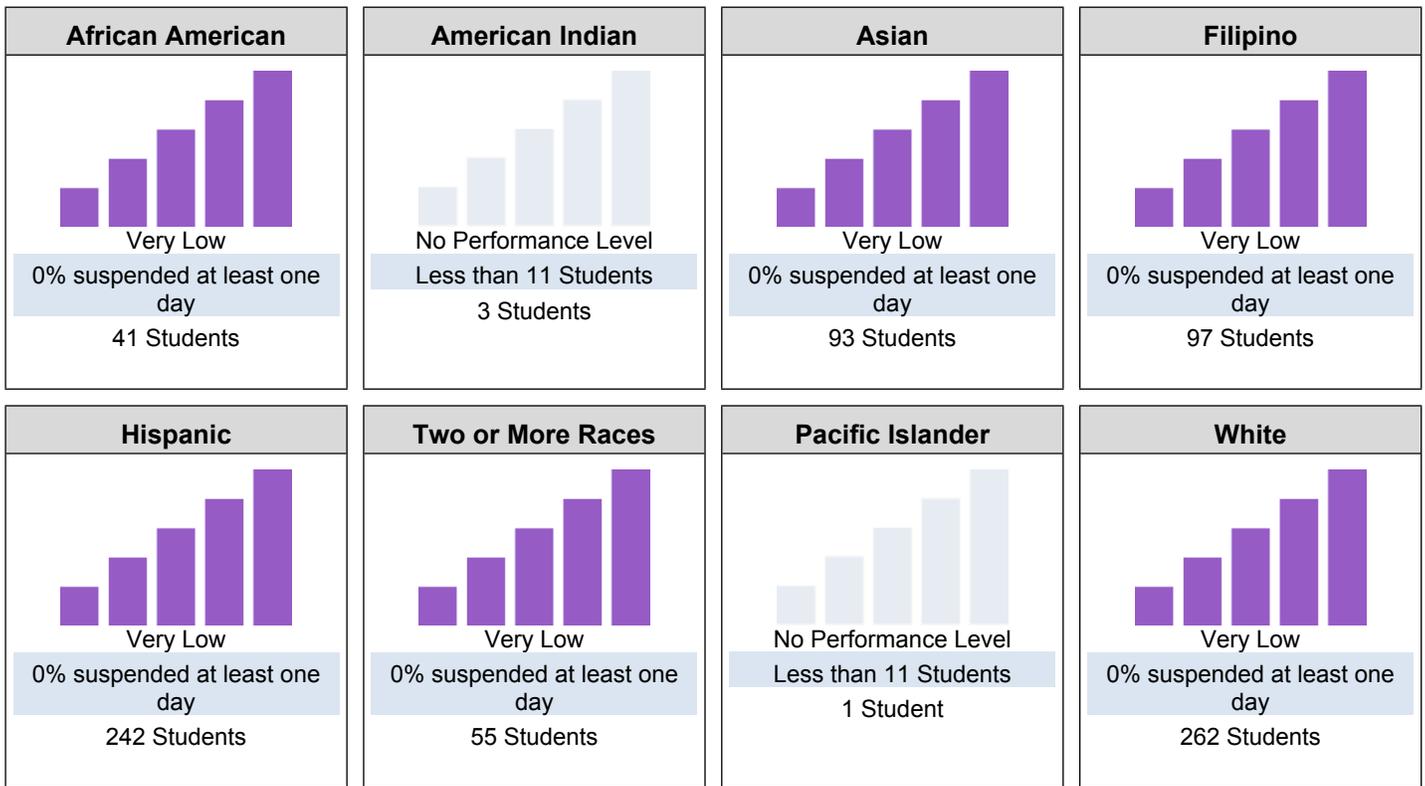
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
2	4	2	1	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	
11.8% Chronically Absent	18.8% Chronically Absent	
780 Students	80 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	24.6% Chronically Absent	20.1% Chronically Absent
1 Student	134 Students	134 Students
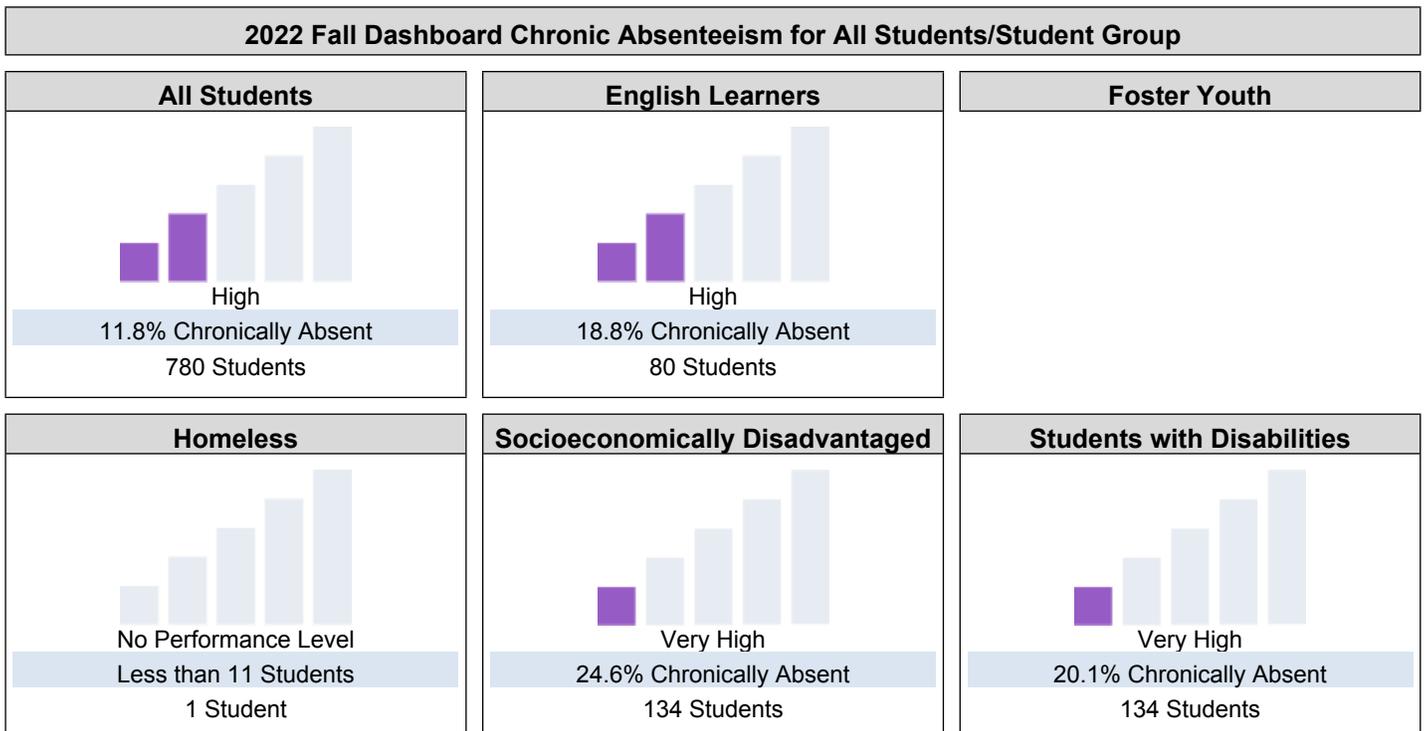
2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

High
17.9% Chronically Absent
39 Students

American Indian

No Performance Level
Less than 11 Students
3 Students

Asian

Low
4.3% Chronically Absent
93 Students

Filipino

Medium
6.3% Chronically Absent
96 Students

Hispanic

High
15.4% Chronically Absent
240 Students

Two or More Races

Medium
7.7% Chronically Absent
52 Students

Pacific Islander

White

High
12.8% Chronically Absent
257 Students

Conclusions based on this data:

1. The percentage of all students absent 10 percent or more of the instructional days they were enrolled. (All Students 5.3% (18-19) 11.8% (21-22 SY) increased 6.5%.

The percentage of EL students absent 10 percent or more of the instructional days they were enrolled. (English Learners 5.4% (18-19) 18.8% (21-22) increased 13.4%.

The percentage of students identified as low SES absent 10 percent or more of the instructional days they were enrolled. (Socioeconomically Disadvantaged 8.2% (18-19) 24.6% (21-22) increased 16.4%.

The percentage of students with disabilities absent 10 percent or more of the instructional days they were enrolled. (Students with Disabilities 14.4% (18-19) 20.1% (21-22) increased 5.7%.

2. Chronic Absenteeism is highest for African American students at 17.9%, Hispanic students at 15.4% and White students at 12.8%

Chronic Absenteeism is lowest for Asian students at 4.3% and then Filipino at 6.3%

3. The overall Chronic Absenteeism is higher in 21-22 SY following the reopening of schools at 11.8% whereas the rate prior to the pandemic in 18-19 was 5.3%. This shows an increase of 6.5% increase since school closures.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	9

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	
0% suspended at least one day	0% suspended at least one day	
794 Students	80 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
Less than 11 Students	0% suspended at least one day	0% suspended at least one day
1 Student	134 Students	140 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very Low	No Performance Level	Very Low	Very Low
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
41 Students	3 Students	93 Students	97 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	Very Low	No Performance Level	Very Low
0% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
242 Students	55 Students	1 Student	262 Students

Conclusions based on this data:

1. The 2022 Fall Dashboard Suspension Rate for All Students/Student Groups is 0%.

2. The percentage of students identified as low SES suspended at least once is 0%.

3. By Race/Ethnicity, 0% of the Asian, Hispanic, and White students were suspended.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Parental Engagement & Core Services

Goal Statement

By June 2024, the percentage of Educational Partners (parents, staff, students) who feel that our school promotes all Educational Partners in decisions that impact programs offered at our school will increase by 5% as measured by the LCAP Connectedness Survey.

LCAP Goal

Goal #1: Parental Engagement & Core Services - Engage parents in the school community and decision making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

Basis for this Goal

Basis: According to the American Psychological Association:
Parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development and health of children and adolescents. Parent engagement in schools is a shared responsibility in which schools are committed to reaching out to engage parents in meaningful ways, and parents are committed to actively supporting their children's and adolescents' learning and development.
Studies have shown that parent engagement in schools can promote positive education and health behaviors among children and adolescents. Research shows a strong relationship between parent engagement and educational outcomes, including school attendance and higher grades and classroom test scores.

After analysis of the comprehensive needs assessment, these goals were developed based on the following information: Data indicates that a little over half of our families feel that the school promotes all educational partners in decisions that impact the programs offered at the school. Only 66% of students felt that the school asks their parents for help in decisions that impact the school. It is imperative that all educational partners feel that they cannot not only provide general input but that this input is important in making school wide decisions for students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
% Strongly Agree / Agree to LCAP Survey Questions	LCAP Parent Survey - March 2023	Increased Parent Engagement
Question 15: My child's school promotes stakeholders (parents, employees, & students) in decisions that impact the programs offered at the school.	Parents - Strongly Agree/Agree = 75%	Strongly Agree/Agree = 80%
Question 16: Our school promotes stakeholders (parents, employees, & students) in decisions that impact the programs offered at the school.	Staff - Strongly Agree/Agree = 58%	Staff - Strongly Agree/Agree = 63%
Question 16: My school asks parents, employees, & students to help in decisions made at the school.	Students - Strongly Agree/Agree = 66%	Students - Strongly Agree/Agree = 71%

Planned Strategies/Activities

Strategy/Activity 1

Increase opportunities for parent engagement such as workshops, parent education, events, and stakeholder meetings involving parents.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-2024 School Year

Person(s) Responsible

* Administration
* Certificated Staff
* Classified Staff
* Parent Community

Proposed Expenditures for this Strategy/Activity

Amount	400
Source	LCFF - Supplemental
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Light Meal- ELAC / PTA / SSC / Parent Education Events

Amount	600
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Guest Speakers for Purpose of Parent Education

Amount	600
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty for Certificated Personnel to Hold Parent Events

Amount	300
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra Duty for Classified Personnel to Hold Parent Events (Parent Square Information Night, ELAC/PTA Meetings Translations)

Amount	500

Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies Necessary to Increase Parent Engagement (Events and Meetings)

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student Engagement, Wellness & Attendance

Goal Statement

By June 2024, the chronic absenteeism percentage of ALL students will decrease by 5%. The following student groups will decrease by 10%:
Socioeconomically Disadvantaged
Students with Disabilities

LCAP Goal

Goal #2: Student Engagement & Wellness - Create school environments that are responsive to student and stakeholder Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

Basis for this Goal

Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences. The following data derived from our comprehensive needs assessment demonstrates the need for this goal:

California School Dashboard:
Chronic Absenteeism: High (11.8% chronically absent). The student groups with the highest percentage were our socioeconomically disadvantaged and students with disabilities. We know that students learn when they are at school so it is imperative that we decrease the chronic absentee rate for all students to ensure they are in school and learning.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard Chronic Absentee Rate	All students - 11.8% Students with Disabilties - 20.1% Socioeconomically Disadvantaged - 24.6%	All students - 6.8% Students with Disabilities - 10.1% Socioeconomically Disadvantaged - 14.6%
Question 3: The staff (teachers, support staff, and administration) make our school a place where mental health and feeling good about yourself are as important as learning.	69% Agree/Strongly Agree	Strongly Agree/Agree = 74%
Question 8: My school is a safe place where bullying and disrespect are not allowed.	51% Agree/Strongly Agree	Strongly Agree/Agree = 56%
Question 13: My school is welcoming to all people from the community regardless of differences (e.g., language, race, gender, disability, and culture) and respects/values those differences.	82% Agree/Strongly Agree	Strongly Agree/Agree = 87%
Question 14: I look forward to attending school each day.	48% Agree/Strongly Agree	Strongly Agree/Agree = 53%

Planned Strategies/Activities

Strategy/Activity 1

PBIS meetings will be held each month and student attendance and behavior will be monitored.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

* Administration
* Certificated Staff
* Classified Staff
* Parent Community
* Students - Student Council

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for PBIS

Amount	1000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty for Certificated Staff for PBIS

Amount	600
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra Duty for Classified Staff for PBIS

Strategy/Activity 2

Decrease chronic attendance and increase average daily attendance by providing activities at school to promote student connections

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

* Administration
* Certificated Staff
* Classified Staff
* Parent Community

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Incentives and awards for attendance

Amount	1000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	STEM lunch activities

Amount	500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty for certificated staff

Amount	400
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty for classified staff

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learner Academic Needs

Goal Statement

By June 2024, the percentage of English learner students scoring proficient in Reading will increase by 10% as measured by the iReady diagnostic.

LCAP Goal

Goal #3: English Learner Academic Needs - Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

Basis for this Goal

Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English. After analysis of the comprehensive needs assessment, these goals were developed based on the following information:

# of Reclassified (RFEP) students (April 2023): 11 students

DataQuest (ELPAC)
English Proficiency Rate of students at a level 4

California School Dashboard:
English Learner Progress: Medium (52% of EL students are making progress towards proficiency)

CAASPP By Student Group:

Overall:
ELA: 75.8% Met or exceeded
EL: 36.6% met or exceeded

Overall-
Math: 68.42% Met or exceeded
EL: 36.6% met or exceeded

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
EL I-Ready Reading	36% meeting or exceeding proficiency	Increase proficiency by 10%
English Proficiency Rate via Data Quest (ELPAC Level 4): 15.7%	English Proficiency Rate via Data Quest (2022-2023 ELPAC Level 4): 15%	Increase by 5%
CA School Dashboard- English Learner Progress	CA School Dashboard- English Learner Progress: 52% (Medium)	CA School Dashboard- English Learner Progress: 65% (Medium)
CAASPP Data By Student Group (EL)	CAASPP Data By Student Group (EL) for ELA (2021-2022): 36.6% Met and Exceeded	CAASPP Data By Student Group (EL) for ELA (2022-2023): 45% Met and Exceeded

Metric/Indicator	Baseline	Expected Outcome
	CAASPP Data By Student Group (EL) for Math (2021-2022): 36.6% Met and Exceeded	CAASPP Data By Student Group (EL) for Math (2022-2023): 45% Met and Exceeded

Planned Strategies/Activities

Strategy/Activity 1

Teachers are provided additional collaborative planning time for designated and integrated ELD instruction during the school day.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

2023-2024 School Year

Person(s) Responsible

Certificated Staff
Administration

Proposed Expenditures for this Strategy/Activity

Amount	3339
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher planning time

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Achievement / Learning Gap

Goal Statement

By June 2024, all students will make at least 5% growth in their i-Ready proficiency on the diagnostic in reading and math. The percentage of students in specified groups below who are meeting or exceeding grade level proficiency will increase by at least 10% as measured by the end of year diagnostic assessment:

- English Learner Students
- Special Education Students

LCAP Goal

Goal #4: Achievement GAP - Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas – English Language Arts (ELA) and Mathematics.

Basis for this Goal

After analysis of the comprehensive needs assessment, these goals were developed based on the following information:

California School Dashboard (2021-2022):

ELA: Very High (48.8 points above standard)
Math: Very High (35.7 points above standard)

CAASPP By Student Group (2021-2022):

Overall- ELA: 75.8% Met or exceeded
EL: 36.6% met or exceeded
SPED: 37% met or exceeded

Overall- 68.42% Math: Met or exceeded
EL: 36.6% met or exceeded
SPED: 44.45% met or exceeded

I-Ready Diagnostic 3 (Spring 2022):
ELA: 80% Met and Exceeded; 16% Nearly Met; 4% Not Met
Math: 74% Met and Exceeded; 23% Nearly Met; 3% Not Met

CA School Dashboard: The California school dashboard is a state accountability tool that is used to show the effectiveness of school programs in the area of ELA, Math, English Learner Progress, Attendance and Suspension. Various metrics are utilized by the state including assessment scores in ELA and Math in addition to attendance data.

CAASPP (California Assessment of student performance and progress) Assessment scores are utilized to determine the effectiveness of instructional programs in the areas of ELA and Math. These include the state CAASPP assessments in grades 3-6 for ELA and Math, as well as the assessment for 5th grade Science.

I-Ready Diagnostic Assessment: An assessment tool that is closely aligned to CAASPP and has shown to be a 98% predictor of CAASPP proficiency. This tool is used to measure student baseline data at the start of the school year (Fall), midyear (Winter), and at the end of the year (Spring). Schools utilize the data from these assessments to determine instructional needs and supports. I-Ready is used to determine their progress towards grade level proficiency and success on the CAASPP assessment.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
I-Ready Diagnostic 3	I-Ready Diagnostic 2- Spring 2023	Increase ELA and Math proficiency 5% by Spring 2024
Overall ELA	ELA: 80% Met and Exceeded; 16% Nearly Met; 4% Not Met	Increase ELA proficiency 5% by Spring 2024
Overall MATH	Math: 74% Met and Exceeded; 23% Nearly Met; 3% Not Met	Increase Math proficiency 5% by Spring 2024
EL's ELA:	EL's ELA: 35% Met and Exceed; 43% Nearly Met; 22% Not Met	Increase ELA proficiency 10% by Spring 2024
EL'S MATH:	EL'S MATH: 20% Met and Exceed; 69% Nearly Met; 12% Not Met	Increase Math proficiency 10% by Spring 2024
SPED ELA:	SPED ELA: 47% Met and Exceeded; 34% Nearly Met; 19% Not Met	Increase ELA proficiency 10% by Spring 2024
SPED MATH:	SPED MATH: 44%Met and Exceeded; 41% Nearly Met; 15% Not Met	Increase Math proficiency 10% by Spring 2024

Planned Strategies/Activities

Strategy/Activity 1

Provide additional support for intervention implementation.

Students to be Served by this Strategy/Activity

Students not meeting standards in reading and math

Timeline

2023-2024 School Year

Person(s) Responsible

Certificated Staff
Classified Staff
Administration

Proposed Expenditures for this Strategy/Activity

Amount	12568
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional support for small group instruction
Amount	7771

Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher planning time

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Equity and Diversity

Goal Statement

By June 2024, the percentage of Educational Partners (parents, staff, students) who feel that students see their family's culture represented in the school will increase by 5% as measured by the LCAP Connectedness Survey.

LCAP Goal

Goal #5: Diversity and Inclusion- Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences and include all perspectives when learning in school.

Basis for this Goal

Diversity and Understanding- Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences when learning in school.

After analysis of the comprehensive needs assessment, the following information was used to determine the basis of this goal:

LCAP Survey 2023 Student Responses indicated that a little over half of our students see their culture represented while 70% of parents indicated the their child sees their family culture within the school curriculum and in their learning. There is a need for our students to feel connected to their learning and school and feeling accepted and included is a factor in this engagement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Question 12: I see my family's culture represented in the school and the things I learn.	Students - Strongly Agree / Agree: 53%	Increase to 58%
Question 12: My students see their family's culture represented in the school and the things I learn.	Staff - Strongly Agree / Agree: 86%	Increase to 91%
Question 11: My child sees our family's culture represented in the school and the things I learn.	Parents - Strongly Agree / Agree: 70%	Increase to 75%

Planned Strategies/Activities

Strategy/Activity 1

Supplemental resources are provided (i.e. literature, non-fiction, primary sources, videos, etc.) related to the various student groups represented in our school community to ensure that students from traditionally underrepresented groups have access to positive depictions of their culture, gender, race, etc. to assist in creating a more inclusive and representative school learning environment.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-2024

Person(s) Responsible

District Leadership
School Staff
Students
Parents

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Culturally relevant / historical dates will be recognized and celebrated on campus and shared out to the community via classroom lessons, Eagle Flyer parent communication, assemblies, performances etc.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-2024

Person(s) Responsible

District Leadership
School Staff
Students
Parents

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Increase Parent Engagement
Goal: Emblem parents will be provided a variety of opportunities to be engaged in the school decision-making process for creating a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
*Parent communication - Weekly (Eagle Flyer, Teacher Newsletters, Infinite Campus) *PTA Parent Engagement Opportunities - Monthly (Parent Nights, Restaurant Nights, PTA Reflections, etc.) *Parent Resources - Weekly (ParentSquare, Community Library, City Presentations, School Presentations) *Parent Conferences	LCAP SURVEY 2023	LCAP SURVEY 2023
Question 1: My child's school provides appropriate social emotional learning activities that promote mental health and wellness for academic success.	Strongly Agree/Agree = 85%	Agree or Strongly Agree = 80%
Question 4: My child's school provides regular systematic intervention support to close learning gaps of individual students and increase their academic success.	Strongly Agree/Agree = 85%	Agree or Strongly Agree = 79%
Question 5: My child's school uses regularly administered assessments to determine learning needs and provide feedback to parents on student progress.	Strongly Agree/Agree = 95%	Agree or Strongly Agree = 88%
Question 6: My child's school provides digital resources to support individual learning needs of students in reading and math.	Strongly Agree/Agree = 95%	Agree or Strongly Agree = 84%
Question 7: My child's school is a safe place where bullying and disrespect are not tolerated and addressed appropriately.	Strongly Agree/Agree = 75%	Agree or Strongly Agree = 67%
Question 8: I know and understand the Positive Behavior Interventions and Supports (PBIS) system of expectations and help my child to meet those expectations at school.	Strongly Agree/Agree = 85%	Agree or Strongly Agree = 78%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Question 11: My child sees our family's culture represented in the school and the academic content taught	Strongly Agree/Agree = 75%	Agree or Strongly Agree = 70%
Question 12: My child's school is welcoming to all people from the community regardless of differences (e.g., language, race, gender, disability, culture, and sexual orientation) and respects/values those differences.	Strongly Agree/Agree = 95%	Agree or Strongly Agree = 89%
Question 14: My child's school is a positive place where people (adults and students) are friendly, kind, and inclusive of every member of the school.	Strongly Agree/Agree = 98%	Agree or Strongly Agree = 85%
Question 15: My child's school promotes stakeholders (parents, employees, & students) in decisions that impact the programs offered at the school.	Strongly Agree/Agree = 90%	Agree or Strongly Agree = 75%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent Communication:

Question 1: My child's school provides appropriate social emotional learning activities that promote mental health and wellness for academic success.
Question 4: My child's school provides regular systematic intervention support to close learning gaps of individual students and increase their academic success.
Question 5: My child's school uses regularly administered assessments to determine learning needs and provide feedback to parents on student progress.
Question 6: My child's school provides digital | Used Parent Square Administered Survey Parent Volunteer Opportunities Coffee with Principal on a variety of topics Communicate with parents Emergency Notifications Eagle Flyer | Materials / Supplies for Awards, Meetings, and Communications 4000-4999: Books And Supplies LCFF - Supplemental 14,000 | LCFF - Supplemental 4449 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
resources to support individual learning needs of students in reading and math. Question 7: My child's school is a safe place where bullying and disrespect are not tolerated and addressed appropriately. Question 8: I know and understand the Positive Behavior Interventions and Supports (PBIS) system of expectations and help my child to meet those expectations at school. Question 11: My child sees our family's culture represented in the school and the academic content taught Question 12: My child's school is welcoming to all people from the community regardless of differences (e.g., language, race, gender, disability, culture, and sexual orientation) and respects/values those differences. Question 14: My child's school is a positive place where people (adults and students) are friendly, kind, and inclusive of every member of the school. Question 15: My child's school promotes stakeholders (parents, employees, & students) in decisions that impact the programs offered at the school. • Assessments: Administer Annual LCAP Parent Survey			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• Parent Information Meetings: Back-To-School Night Open House GATE Family Night Parent Conferences IEP / SST / 504's- Accommodation meetings for universal access to CORE instruction TOSA Presentations (i.e. Math games, ELPAC Readiness) Interactive trainings for family members on how to support college and career readiness • Parent Communication Parent Square Posts and Messages Parent Phone Calls Parent Square Emergency Notifications Eagle Flyer Classroom Newsletters Infinite Campus Portal Google Classroom for STISS (students out on quarantine participating in virtual instruction) Clever Communication Messaging PTA Association Meetings School Site Council Meetings District Parent Advisory Committee Meetings DELAC / ELAC / GATE Committee Meetings Official District Social Media Channels (Facebook / Twitter / etc) • Parent Volunteer Opportunities (as COVID protocols have allowed) Classroom Volunteer Digital Room Parent			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Junior Achievement Volunteers (postponed due to COVID restrictions) Participation in Fundraiser events - Book Fair, APEX STEMinar Open House (postponed due to COVID restrictions) ESTEEM Expo (postponed due to COVID restrictions) Spring Open House Event (TBD due to COVID restrictions) Red Ribbon/Bully Prevention Week (postponed due to COVID restrictions) Picture Day and other school related activities / events • Parent Participation on School Committees/Councils/Organizations Site Council Meeting Participation ELAC GATE PTA Meeting Participation Grade 6 Committee • Parent Participation on District Committees/Councils/Organizations Measure EE DELAC Equity Coalition PAC • Family Opportunities PTA Family Nights (Virtual) PTA Restaurant Nights (Take-Out Only)			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PTA Fall Festival (postponed due to COVID restrictions) ESTEEM Expo (postponed due to COVID restrictions) PTA Reflection Programs Grade Level Plays (postponed due to COVID restrictions) GATE Nights (postponed due to COVID restrictions) Patriot Day (virtual) Career Day (postponed due to COVID restrictions) Sparkle Day (TBD) Halloween Parade (Dress up day due to COVID restrictions) • Recognitions Student School Board Meeting Recognitions • Parent Support Utilization of District family engagement coordinator Offer translation as needed Offer childcare during meetings (postponed due to COVID restrictions) Provide snacks for parents and children during meetings (postponed due to COVID restrictions) Provide overview of community and school resources After school enrichment (postponed due to COVID restrictions)			
Question 15: My child's school promotes stakeholders (parents, employees, & students) in decisions that impact the programs offered at the school.	Parent Volunteers Large PTA membership All events were family events - to be more inclusive Host Patriot Day, Parade Open House Three trimester award ceremonies		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
• Parent Volunteer Opportunities Classroom Volunteer (Digital Room Parents) Junior Achievement Volunteers (postponed due to COVID restrictions) Participation in Fundraiser events - Book Fair, APEX Grade level copy parent • Parent Participation on School Committees/Councils/Organizations Site Council Meeting Participation ELAC GATE PTA Meeting Participation Grade 6 Committee • Parent Participation on District Committees/Councils/Organizations Measure EE DELAC Equity Coalition • Parent/Student Event Opportunities PTA Family Nights (virtual) Family Technology Information Nights Art Nights (virtual) PTA Restaurant Nights (take-out only) PTA Fall Festival (postponed due to COVID restrictions) Book Fair (postponed due to COVID restrictions) STEMinar Visitations ESTEEM Expo	Student of the Month ceremonies		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
(postponed due to COVID restrictions) PTA Reflection Programs Grade Level Plays (postponed due to COVID restrictions) GATE Nights (virtual) • Recognitions Student School Board Meeting Recognitions Parent VIP Awards at Promotion • Parent Support Utilization of District family engagement coordinator Offer translation as needed Offer childcare during meetings Provide snacks for parents and children during meetings (when in person) Provide overview of community and school resources Community Sponsored Parent Support Information Nights - City of Santa Clarita Library Supports - City of Santa Clarita			
Question 14: My child's school is a positive place where people (adults and students) are friendly, kind, and inclusive of every member of the school. Question 7: My child's school is a safe place where bullying and disrespect are not tolerated and addressed appropriately. Question 1: My child's school provides appropriate social emotional learning activities that promote	Monthly PBIS meetings Circle of Friends - parents and teachers Buddy Systems and Buddy Bench implemented - cross grade level K helpers on playground	District Funded Personel District funded programs and curriculum	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
mental health and wellness for academic success. Parent meetings & Accommodations PBIS Strategies / CHAMPS School Counselor School Psychologist Academic / SEL Interventions Harmony Curriculum for Social Emotional Learning Circle of Friends (postponed due to COVID restrictions) Buddy Systems TK-6 Buddy Bench Inclusivity			

Analysis

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

Overall, our school was to increase engagement for parents. We held many events for families to join in our school and to be heard. Many opportunities for families to be on campus and engage in their child's learning.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Coming back from Covid, there was an increased effort to engage many more families on our campus to volunteer, attend workshops and assemblies.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was a material difference in funding as we did not end up needing that amount for engagement and awards.

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 goal shifted to focus on the percentage of educational partners who agree or strongly agree that they have a say in the decision-making.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

By June 2024, the chronic absentee percentage overall will decrease from approximately 5% per month to 3% per month. Average Daily Attendance per month will average at 98% from the current average of 95%. Our LCAP Survey responses around student connectedness will increase in the strongly agree category.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism Rate	Decrease Chronic Absentee Rate by to 3% per month on average in 2023 Chronic Absentee Rate as of April 2023 (Goal 3%) August 3.5% September 3% October 3% November 5% December 5% January 5% February 3% March 3% April TBD May TBD June TBD Average Daily Attendance 2024 (Above 98% Goal) August 97% September 98% October 98% November 95% December` 95% January 95% February 98% March 98% April TBD May TBD June TBD	Chronic Absentee Rate as of April 2023 (Goal 3%) August 4.38% September 4.88% October 4.46% November 7.38% December 6.39% January 4.21% February 4.78% March 4.99% April TBD May TBD June TBD Average Daily Attendance 2023 (Above 98% Goal) August 95.57% September 94.78% October 95.21% November 92.35% December` 93.35% January 95.4% February 94.79% March 94.73% April TBD May TBD June TBD
Question 3: The staff (teachers, support staff, and administration) make our school a place where mental health and feeling good about yourself are as important as learning.	Strongly Agree/Agree = 79%	Agree or strongly agree = 69%
Question 4: The staff (teachers, support staff, and administration) ensure that health and physical safety measures are followed to prevent illness and injury while at school.	Strongly Agree/Agree = 85%	Agree or strongly agree = 76%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Question 8: My school is a safe place where bullying and disrespect are not allowed.	Strongly Agree/Agree = 75%	Agree or strongly agree = 51%
Question 9: I know and understand the Positive Behavior Interventions and Supports (PBIS) system.	Strongly Agree/Agree = 99%	Agree or strongly agree = 94%
Question 10: Adults and students at my school help when they see bullying or when they know that bullying happened.	Strongly Agree/Agree = 75%	Agree or strongly agree = 49%
Question 12: I see my family's culture represented in the school and the things I learn.	Strongly Agree/Agree = 75%	Agree or strongly agree = 48%
Question 13: My school is welcoming to all people from the community regardless of differences (e.g., language, race, gender, disability, and culture) and respects/values those differences.	Strongly Agree/Agree = 95%	Agree or strongly agree = 82%
Question 14: I look forward to attending school each day.	Strongly Agree/Agree = 75%	Agree or strongly agree = 48%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strategies and Activities Responding to Student LCAP Questions: Question 14. I regularly look forward to coming to school Question 13: My school is welcoming to all people from the community regardless of differences (e.g., language, race, gender, disability, and culture) and respects/values those differences. Question 12: I see my family's culture represented in the school and the things I learn. Question 10: Adults and students at my school help when they see bullying or when they know that bullying happened.	Awards Assemblies Student of the Month Awards Student Recognitions at Board Meetings Mindfulness Activities Campus Supervisors Small group and whole group SEL lessons ESTEEM Opportunities STEMinars Makerspace Flight Suit Friday ESTEEM Expo 6th Grade Emporium Theme Weeks Circle of Friends Autism Awareness Month and activities (Posters, Penny Wars, etc.) Chess Club and Coding Club in the library	Intervention Instructional Assistants (See Goal 3) 2000-2999: Classified Personnel Salaries District Funded	
		Awards and Incentives (From Materials and Supplies Line) 4000-4999: Books And Supplies LCFF - Supplemental 14098	LCFF - Supplemental 4,449
		Assemblies and Events (6th Gr. Promotion) ; Community Engagement Activities None Specified Parent-Teacher Association (PTA)	
		Kinder Instructional Assistants 2000-2999: Classified Personnel Salaries LCFF - Supplemental 4576	LCFF - Supplemental 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Question 9: I know and understand the Positive Behavior Interventions and Supports (PBIS) system. Question 8: My school is a safe place where bullying and disrespect are not allowed. Question 4: The staff (teachers, support staff, and administration) ensure that health and physical safety measures are followed to prevent illness and injury while at school. Question 3: The staff (teachers, support staff, and administration) make our school a place where mental health and feeling good about yourself are as important as learning. Strategies and Activities Responding to Student Survey (Thumbs Up/Down) (NEEDS REVISION IN JAN 2022) 2. I look forward to logging into school and learning new things from my teacher. 3. I participate in class discussions & activities. 5. I ask for help when I do not know what to do. 6. I know what to do when I'm feeling frustrated or upset with school work. 10. I look forward to being back at Emblem. SEL Support Sanford Harmony SEL lessons providing structure, key vocabulary, and language Counselor SEL Class Meetings targeting student survey responses Teacher and Counselor Lunch Bunch		Makerspace (donation via fiduciary agreement) None Specified Parent-Teacher Association (PTA) 20,000 STEM Materials and Supplies None Specified Parent-Teacher Association (PTA)	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
opportunities (postponed due to COVID restrictions) Classrooms Meetings Themed Meetings - "Bring Your Pet to Meeting," "Special Visitor" Mentorship/Adoption program Awards Assemblies Student of the Month Awards Student Recognitions at Board Meetings Mindfulness Activities Campus Supervisors Academic Support Intervention Small group tutoring/support NextGen i-Ready CORE (postponed due to COVID restrictions) NEST Time (postponed due to COVID restrictions) Tom Cat - Classroom Amplification System PTA Subscriptions: *Padlet *Project Lead the Way Kahoot Ed Puzzle Seesaw Flipgrid Kinder Instructional Assistants School Spirit School pledge School song School Chant - Eagle, Eagle, Eagle . . . Soar! Soar! Soar! Spirit Weeks/Spirit Competitions Monday Morning Flag ceremony School Extra Curricular Opportunities PTA Sponsored Assemblies and Events			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
"Ello Emblem" (Morning Broadcast) Principal/Assistant Principal for the Day School Wide Art Project Halloween Parade (Postponed due to COVID restrictions) Cardio Kids Running Club (postponed due to COVID restrictions) Read Across America Student Council Reps and Officers Art Sessions with Amy (held virtually- PTA funded) Field Trips (Virtual) Handball Tournament (postponed due to COVID restrictions) Basketball Tournament (postponed due to COVID restrictions) School Events (Fall Festival, Book Fairs, Family Nights, Esteem Expo, Reflections, Art Night, Career Day) Themed Weeks (Kindness Week, Anti Bullying Week) APEX Fun Run and other fundraisers (virtual) Santa's Visit Library Visits ESTEEM Opportunities STEMinars (postponed due to COVID restrictions / reinstated March 2022) Makerspace (postponed due to COVID restrictions) Flight Suit Friday ESTEEM Expo (postponed due to COVID restrictions) 6th Grade Emporium (postponed due to COVID restrictions / reinstated April 2022) Jr. Achievement (postponed due to COVID restrictions)			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
RAP Focused Circle of Friends Autism Awareness Month and activities (Posters, Penny Wars, etc.)			
Strategies and Activities Responding to Student LCAP Questions: 13. My school is a safe place where bullying and disrespect are not tolerated, and are handled when reported. 15. At my school, students listen to and respect adults, and they follow the directions/rules. 19. Adults and students at my school intervene when they witness bullying. 25. When there is a problem at school, the students, parents, and staff (teachers, administrators, classified) work together to solve it. Strategies and Activities Responding to Student Survey (Thumbs Up/Down) 7. I know how to get in touch with a trusted adult at school if I need help with anything Implement school-wide Character Counts & PBIS programs Gold Tickets Student of the Month Award PBIS Materials and Strategies PBIS School Matrix PBIS Classroom Matrix Compliment Boards Monthly Pillar Focus	PBIS Implementation Monthly Attendance Awards School Attendance Awards Multiple roll outs of behavior expectations School playground games expectations	Emergency Safety Supplies (From Materials and supply line) 4000-4999: Books And Supplies LCFF - Supplemental 14098 Schoolwide PBIS (CHAMPS Posters) None Specified Parent-Teacher Association (PTA) 2000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Cultural diversity focus/activities (i.e., Black History Month) Assemblies (postponed due to COVID restrictions) Promote character building Promote anti-bullying education Monday Flag Ceremonies (postponed due to COVID restrictions) Ello Emblem Broadcast Autism Awareness Special Programs Circle of Friends Positive Behavior Intervention and Supports (PBIS) CHAMPS (Prespcriptive PBIS) Other Student Council & School Spirit Events/Competitions Classroom Meetings Counseling Class Meetings Anti-Bullying Campaign Red Ribbon Week Teacher Parent Conferences (virtual) Safety Emergency Safety Supplies Provide Traffic Control Officer to improve traffic flow during arrival and dismissal times (as available) Crossing Guard to ensure student safety during morning drop off and afternoon pick-up Raptor Automatic Door Locks Student Valet (postponed due to COVID restrictions) Single Point Entry			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Automated Safety Messages Emergency Lockdown Switches FOB Door Locks Campus Supervisors for playground supervision Student Reminders to Reinforce School Expectations Monday Flag Ceremony "Ello Emblem" (Morning Broadcast) School newsletter about tardies and regular attendance Playground Rules Boards Positive Attendance Notify parents regularly of student attendance Meetings * SART * DART * SARB			

Analysis

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

Some of the activities we implemented were ensuring more students were at school (i.e. SART meetings, positive phone calls home, PBIS implementation, school clubs for students). We also held weekly class competitions and our Eagle mascot flew from class to class and classes earned free recesses.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

These activities were effective in that we decreased our chronic absenteeism. On the CA dashboard, our chronic absentee rate was 11.8%. But as of May 2023, our chronic absentee rate was 8.27% which shows that our strategies were effective.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We used other funding sources for the classified staff personnel.

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.

Some changes made to this goal include focusing on decrease chronic absenteeism for all students and focusing on specific student groups that had significant challenges with coming to school based on their chronic absentee rates.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Goal #3: English Learner Needs- Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
# of students reclassified	Increase reclassification by 25%	Reclassified 11 students
English Proficiency Rate via Data Quest (ELPAC Level 4):	English Proficiency Rate via Data Quest (ELPAC Level 4): 25%	English Proficiency Rate via Data Quest (2021-2022 ELPAC Level 4): 15.7%
CA School Dashboard- English Learner Progress	CA School Dashboard- English Learner Progress: 65% (Medium)	CA School Dashboard- English Learner Progress: 52% (Medium)
CAASPP Data By Student Group (EL)	CAASPP Data By Student Group (EL) for ELA (2022-2023): 45% Met and Exceeded CAASPP Data By Student Group (EL) for Math (2022-2023): 45% Met and Exceeded	CAASPP Data By Student Group (EL) for ELA (2021-2022): 36.6% Met and Exceeded CAASPP Data By Student Group (EL) for Math (2021-2022): 36.6% Met and Exceeded

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
English Language Development Instructional Strategies Visual supports are included in online lessons; visual examples EL Groups enrolled in classes by ELPAC level for targeted instructional practice Provide speaking and listening lessons for all ELs during school-wide, 30-minute block Incorporate modeling SDAIE techniques Total-physical response (TPR) Graphic organizers Front-loading strategies Sentence frames	Students grouped in classes by ELPAC level Designated and Integrated ELD Teachers used core curriculum Staff was encouraged to participate in PD RTI with a focus on ELs Conducted ELAC meetings, sought input from families Encouraged participating in DELAC Prioritized offer for after school enrichment Analyzed assessment data SMART goal setting with LTELs Awards assemblies for RFEP	Intervention Instructional Assistance 2000-2999: Classified Personnel Salaries District Funded	
		EL Curriculum & Online Programs 4000-4999: Books And Supplies District Funded	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Use of manipulatives & realia Provide authentic speaking opportunities Utilize Constructing Meaning strategies Picture supports with vocabulary lessons Promote Hands-on Lessons Encourage EL students to speak and contribute during lessons; modeling sentence structure - helping them to expand sentence usage Instruction Resources EL Achieve materials (Designated and Integrated EL Instruction) transitioning to Wonders Designated / Integrated ELD ELD standards to plan instruction Using cultural/diversity references, library media resources & presentations Classroom placement - cluster students in classrooms by EL levels Different literature during SEL time (culturally diverse literature) Modeling communication via iPads (ProLoqQuo2Go) and visual supports - (RAP) EL Program Resources EL Achieve- transition to Wonders ELD Constructed Meaning Integrated ELD / Designated ELD EL Technology Resources Flipgrid Seesaw to promote speech - Incorporate academic language in	Students used language tools EL students invited to Saturday School on 3 occasions		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
responses and creating projects Rosetta Stone Text-to-speech accommodations when needed Professional Development Encourage staff to participate in District provided ELD Professional Development Encourage staff to participate in outside professional development opportunities (I.e., LACOE, VCOE) Intervention (RTI) Instructional Assistant - Provide small group support Assessments to monitor progress CAASPP ELA ELPAC I-Ready Diagnostic and Online Instruction Teacher-created assessments (e.g., Flipgrid & Seesaw) EL Achieve assessments to modify instruction as needed Parent Engagement Conduct regular ELAC meetings Include parent education topics (basic overview of Systematic ELD program, legality of EL program, how teachers assist EL learners with understanding content areas, overview of Common Core standards, technology resources.) Invite PTA representative to discuss school activities Offer translation for meetings and events			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide snacks for parents and children @ ELAC meetings Provide overview of community and school resources * Public library cards * After school enrichment (postponed due to COVID restrictions) Materials and Supplies Purchase of district adopted ELD kits and other resources to support EL learners			

Analysis

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

All actions were implemented with success. The most impactful seemed to be our goal setting meetings with our English learners as well as using core instructional materials for designated ELD.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

According to the dashboard, we had 52.4% of ELs made progress toward language proficiency. We are still awaiting ELPAC data, but as of January 2023, 36% of our English learners are meeting grade level proficiency in ELA reading with a goal to see this increase by June 2023.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We had no supplemental funding allocated for English learners in this plan.

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.

Our goal is going to focus on EL progress on reading proficiency as this is a key criteria for students to reclassify as English fluent proficient.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas English Language Arts (ELA) and Mathematics regardless of language ability or socio-economic status.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
I-Ready Diagnostic 3	Increase ELA and Math proficiency 10% by Spring 2023	Actual I-Ready Diagnostic 3
ELA: Met and Exceeded, Nearly Met, Not Met	ELA: 90% Met and Exceeded	ELA: 80% Met and Exceeded
Math: Met and Exceeded, Nearly Met, Not Met	Math: 84% Met and Exceeded	Math: 74% Met and Exceeded

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
English Language Arts & Math Collaborative Instructional Planning (CIP) Implement PLC protocols to monitor student progress (Essential standards, common assessments) Respond to the four essential questions: 1. What do we expect our students to learn? (Standards) 2. How do we know that they learned it? (Common Assessments) 3. What do we do if they don't learn it? (RtI) 4. What do we do if they do learn it? (Extension) Plan Common Core State Standards (CCSS) Lessons Design Lessons/interventions to support "Socioeconomically Disadvantaged."	English Language Arts & Math Collaborative Instructional Planning (CIP) Implement PLC protocols to monitor student progress (Essential standards, common assessments) Respond to the four essential questions: 1. What do we expect our students to learn? (Standards) 2. How do we know that they learned it? (Common Assessments) 3. What do we do if they don't learn it? (RtI) 4. What do we do if they do learn it? (Extension) Plan Common Core State Standards (CCSS) Lessons Design Lessons/interventions to support "Socioeconomically Disadvantaged."	RTI Instructional Aide (See Goal 3) 2000-2999: Classified Personnel Salaries District Funded	
		Extra Duty Certificated 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500	LCFF - Supplemental 1806
		Substitutes for Grade Level / Instructional Planning 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,584	LCFF - Supplemental 3890

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Develop common assessments within grade level RTI: Small group targeted intervention Flex RTI (short periods of focused intervention based on grade level common assessments Tutoring/Intervention Purchase materials and supplies to support intervention focus Purchase technology for targeted intervention Support from Instructional Assistant to bridge achievement gap Certificated and Classified Extra Duty Extra Pay CORE Time (on-site instruction) Structure CORE time to effectively support all students in Speaking and Listening as well as ELA and Math Integration of IABs Clearly defined steps for guided and independent practice Use of manipulatives, graphic organizers, and anchor charts to support student learning (Declarative Lessons) Integration of technology to support learning (Flat Panels, Chrome Books, document cameras, etc.) Differentiate instruction SEL Sanford Harmony Lessons Counseling support (i.e. individual, lunch bunch, etc.) Assessments: Pre and post test using:	Develop common assessments within grade level RTI: Small group targeted intervention Flex RTI (short periods of focused intervention based on grade level common assessments Tutoring/Intervention Purchase materials and supplies to support intervention focus Purchase technology for targeted intervention Support from Instructional Assistant to bridge achievement gap Certificated and Classified Extra Duty Extra Pay CORE Time (on-site instruction) Structure CORE time to effectively support all students in Speaking and Listening as well as ELA and Math Integration of IABs Clearly defined steps for guided and independent practice Use of manipulatives, graphic organizers, and anchor charts to support student learning (Declarative Lessons) Integration of technology to support learning (Flat Panels, Chrome Books, document cameras, etc.) Differentiate instruction SEL Sanford Harmony Lessons Counseling support (i.e. individual, lunch bunch, etc.) Assessments: Pre and post test using:		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
*District Benchmarks *BPST - GRR (Reading specialist Professional Development through LACOE) *Wonders Assessments *Fluency Benchmarks *Grade Level Writing Prompts *i-Ready *i-Ready Standards Mastery *NextGen Math *Teacher created assessments *Publisher created assessments *IABs *Common grade level performance-based assessments *Provide testing strategies *Ensure the use of embedded accommodations Attendance Continuous attendance Monitoring Attendance Awards & Incentives SART DART SARB Other Supports: Frequent Parent Contact District Purchased: Unique, Wonders ELA Curriculum, On-going professional development, Discovery Education School Program Purchases: Wonder Works, Read Works (Digital), Use of substitute teachers to allow classroom teachers to attend SST, 504, and IEP meetings 1:1 Technology, Hot Spots if needed	*District Benchmarks *BPST - GRR (Reading specialist Professional Development through LACOE) *Wonders Assessments *Fluency Benchmarks *Grade Level Writing Prompts *i-Ready *i-Ready Standards Mastery *NextGen Math *Teacher created assessments *Publisher created assessments *IABs *Common grade level performance-based assessments *Provide testing strategies *Ensure the use of embedded accommodations Attendance Continuous attendance Monitoring Attendance Awards & Incentives SART DART SARB Other Supports: Frequent Parent Contact District Purchased: Unique, Wonders ELA Curriculum, On-going professional development, Discovery Education School Program Purchases: Wonder Works, Read Works (Digital), Use of substitute teachers to allow classroom teachers to attend SST, 504, and IEP meetings 1:1 Technology, Hot Spots if needed		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Incorporate math "Thinking Smarter" to develop Communication & Reasoning skills on a daily/weekly basis STEM: Implement STEMinars that foster DOK in mathematics Use Science & Engineering Practices Integrate mathematics concepts in science, engineering, and technology. Integrate mathematics with speaking and writing to foster a deeper understanding of math concepts	Incorporate math "Thinking Smarter" to develop Communication & Reasoning skills on a daily/weekly basis STEM: Implement STEMinars that foster DOK in mathematics Use Science & Engineering Practices Integrate mathematics concepts in science, engineering, and technology. Integrate mathematics with speaking and writing to foster a deeper understanding of math concepts		
Science Curriculum Adoption Implementation of STEMscopes (District purchased NGSS aligned Curriculum) Professional Development Attend District professional development (NGSS Steering Committee and Coaches NGSS Implementation (Using the 5E model) NASA Presentations Extra Duty Extra Pay Attend NGSS symposiums and conferences (i.e. CSTA, California STEAM Conferences, STEMscopes) CAST Workshops/webinars Collaborative Instructional Planning (CIP) Implement PLC protocols to monitor student progress (Essential	cience Curriculum Adoption Implementation of STEMscopes (District purchased NGSS aligned Curriculum) Professional Development Attend District professional development (NGSS Steering Committee and Coaches NGSS Implementation (Using the 5E model) NASA Presentations Extra Duty Extra Pay Attend NGSS symposiums and conferences (i.e. CSTA, California STEAM Conferences, STEMscopes) CAST Workshops/webinars Collaborative Instructional Planning (CIP) Implement PLC protocols to monitor student progress (Essential	STEM (See Goal 2) 7000-7439: Other Outgo Parent-Teacher Association (PTA)	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
standards, common assessments) Respond to the four essential questions: 1. What do we expect our students to learn? (Standards) 2. How do we know that they learned it? (Common Assessments) 3. What do we do if they don't learn it? (RtI) 4. What do we do if they do learn it? (Extension) Plan NGSS Lessons (Using the 5E model) Design Lessons to promote higher DOK levels Design activities that include rigor and complexity Teacher-created assessments Integration of ESTEEM STEMinars Parent Nights (postponed due to COVID restrictions) Environmental Education Initiative (EEI) Engineering is Elementary (EIE) Project Lead The Way (PLTW) Lego Spheros Hour of Code / Scratch Flight Suit (NASA) Fridays Implementation and development of Makerspace Assemblies (postponed due to COVID restrictions) After School Enrichment (postponed due to COVID restrictions) School Gardens ESTEEM Expo (postponed due to COVID restrictions) Emblem Emporium (Engineering Design Process to Develop Product)	standards, common assessments) Respond to the four essential questions: 1. What do we expect our students to learn? (Standards) 2. How do we know that they learned it? (Common Assessments) 3. What do we do if they don't learn it? (RtI) 4. What do we do if they do learn it? (Extension) Plan NGSS Lessons (Using the 5E model) Design Lessons to promote higher DOK levels Design activities that include rigor and complexity Teacher-created assessments Integration of ESTEEM STEMinars Parent Nights (postponed due to COVID restrictions) Environmental Education Initiative (EEI) Engineering is Elementary (EIE) Project Lead The Way (PLTW) Lego Spheros Hour of Code / Scratch Flight Suit (NASA) Fridays Implementation and development of Makerspace Assemblies School Gardens ESTEEM Expo (postponed due to COVID restrictions) Emblem Emporium (Engineering Design Process to Develop Product) Other Curriculum Integration		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Junior Achievement (postponed due to COVID restrictions) Other Curriculum Integration Music (virtual) In Class Field Trips (Placerita Nature Center, Captain Carl science) SCV Water Agency NASA Educational Materials Resources STEAM lab materials and supplies California Science Framework STEMscopes Technology Resources 1:1 Computing (upper grades) Interactive Flat Panel Document Cameras Tablets (ipad cart) Video Equipment Robotics Web Camera Zerotostem@weebly.com Partnerships/Grants LA Department of Water and Power Lockeed Martin Rocketdyne SCEEC (COC) SCV Education Foundation	Music (virtual) In Class Field Trips (Placerita Nature Center, Captain Carl science) SCV Water Agency NASA Educational Materials Resources STEAM lab materials and supplies California Science Framework STEMscopes Technology Resources 1:1 Computing (upper grades) Interactive Flat Panel Document Cameras Video Equipment Robotics Web Camera Partnerships/Grants LA Department of Water and Power		

Analysis

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

Our school was able to implement the PLC process and integrate our STEM concepts within student learning throughout the curricular areas.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

There was a strong focus on common grade level planning, flexible tier 2 and 3 intervention groups with specific targets based on students' need. Teacher teams used CFAs and analyzed data to determine next steps for students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was funds that were overexpended due to the increase in cost for guest teachers and our district MOU which increased extra duty extra pay amount for teachers mid year.

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.

Next year's goal includes monitoring student growth through i-Ready and focusing on two specific student groups in order to close achievement gap.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

This goal allows us to create a culturally responsive school environment where all students "see themselves" within the school culture, within the school curriculum, and they develop the resiliency needed to be successful in the world.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP Connectedness Survey 2023	LCAP Connectedness Survey 2023	LCAP Connectedness Survey 2023
Question 8: My school is a safe place where bullying and disrespect are not allowed.	Increase to 75%	Agree or strongly agree = 51%
Question 10: Adults and students at my school help when they see bullying or when they know that bullying happened.	Increase to 75%	Agree or strongly agree = 49%
Question 11: The school rules and consequences (both positive & negative) are enforced equally for all students.	Increase to 75%	Agree or strongly agree = 50%
Question 12: I see my family's culture represented in the school and the things I learn.	Increase to 75%	Agree or strongly agree = 48%
Question 13: My school is welcoming to all people from the community regardless of differences (e.g., language, race, gender, disability, and culture) and respects/values those differences.	Increase to 90%	Agree or strongly agree = 82%
Question 15: My school is a happy place where people (adults and students) are friendly, kind, and all people are part of the school events.	Increase to 75%	Agree or strongly agree = 53%

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Supplemental resources are provided (i.e. literature, non-fiction, primary sources, videos, etc.) related to the various student groups represented in our school community to ensure that students from traditionally underrepresented groups	- Literary and informative texts - Classroom lessons aligned to cultural and historical observances - Grade level cultural /		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
have access to positive depictions of their culture, gender, race, etc. to assist in creating a more inclusive and representative school learning environment. • Literary and informative texts • Classroom lessons aligned to cultural and historical observances • Grade level cultural / historical observances and school community education • Librarian visits to classrooms to build cultural connections through various texts and real life connections • District provided professional development for teachers in cultural awareness themes (African American History, Hispanic Heritage, etc)	historical observances and school community education • Classrooms visited library to build cultural connections through various texts and real life connections • District provided professional development for teachers in cultural awareness themes (African American History, Hispanic Heritage, etc) • Assemblies around cultural holidays Partnership with PTA to increase celebrations (African American History and Women in History, Unity Tree, Rock Painting) Autism Awareness assemblies for students Workshops for teachers with resources for their classroom Circle of Friends		
Culturally relevant / historical dates will be recognized and celebrated on campus and shared out to the community via classroom lessons, Eagle Flyer parent communication, assemblies, performances etc. Observances / Events:	Culturally relevant / historical dates were recognized and celebrated on campus and shared out to the community via classroom lessons, Eagle Flyer parent communication, assemblies, performances etc.	Outside the Box Arts Events (See Goal 1) None Specified Parent-Teacher Association (PTA)	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Independence Day Patriot's Day National Hispanic Heritage Month U.S. Constitution and Citizenship Day National First Responder's Day Learning Disabilities Awareness Month National Native American Heritage Month Indigenous People's Day (Former Columbus Day) Bill of Rights Day Dr. Martin Luther King Jr., Day International Holocaust Remembrance Day Lincoln's Birthday Susan B. Anthony Day George Washington's Birthday & President's Day Black History Month National Women's History Month Week of School Administrator Conservation, Bird and Arbor Day Delores Huerta Day Day of the Teacher Memorial Day Veteran's Day Labor Day Autism Awareness Month Classified Employee Week Asian American and Pacific Islander Heritage Month National Flag Day Juneteenth Cesar Chavez Day			

Analysis

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

Overall, all actions were implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Current data indicates that 70% of parents feel that their culture was represented in their curriculum, and 47% of students agreed or strongly agreed that they see their culture in the curriculum. While this did not meet our expected outcomes, we are making gains in this area and will continue to depend our implementation of actions and strategies.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No expenditures were allocated for this 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 metric changed as we are going to use a measurable outcome (the LCAP Survey question) that aligns to the LCAP goal and goal statement.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 6

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	32,078.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	32078	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	32,078.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	400.00
1000-1999: Certificated Personnel Salaries	13,210.00
2000-2999: Classified Personnel Salaries	13,868.00
4000-4999: Books And Supplies	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	400.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	13,210.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	13,868.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	600.00

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

2 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Dianne Saunders (Interim Principal)	Principal
Lori Brink	Classroom Teacher
Katie Bohlig	Other School Staff
Fred Wachtel	Parent or Community Member
Traci Wilkinson	Classroom Teacher
Justine Hooper	Parent or Community Member
Kathleen Wolf	Parent or Community Member
Shelly Tseng	Parent or Community Member
Abby Usayiwevu	Parent or Community Member
Amy King	Principal Other School Staff
Jeff Charton	Classroom Teacher

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 June 6, 2023.

Attested:

	Principal, Dianne Saunders (Interim Principal) on June 6, 2023
	SSC Chairperson, Lori Brink (Chairperson) on June 6, 2023

Addendum

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

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.
Goals, Strategies, & Proposed Expenditures

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? A school may number the goals using the "Goal #" for ease of reference.

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

Expected 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 be make in the coming year.

Planned Strategies/Activities
Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      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.

2. 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).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. 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).

5. 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
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. 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.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs
Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs
After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

SCHOOL NAME: Emblem Academy   **SCHOOL YEAR: 23-24 SY**

EDUCATIONAL PARTNERS

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Instructional staff - We have included a standing item on our staff meeting agenda to discuss Emblem's School Plan for Student Achievement. Teachers and administration collaborate to give input for goals and actions related to the Single School Plan.
Parent Groups (Site Council, ELAC, Community Meetings) - The SPSA is a standing item on meeting agendas. During Site Council and ELAC meetings, SPSA goals and budgets are reviewed, discussed, and input is provided. Community meetings such as monthly Coffee with the Principal are additional sessions where site goals and plans are presented to the community and feedback is provided.
School Site Council- The SPSA goals are reviewed and revised every year through School Site Council. The council consists of educational partners including parents / community members and school faculty.

The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]

DATA SOURCES

Provide a description of the quantitative and qualitative data sources reviewed by educational partners (Ex: California Dashboard data, CAASPP data, local assessment data, ELPAC data, RFEP monitoring, graduation rate, A-G course enrollment & completion rates, attendance data, surveys, interviews, focus groups etc.)

Quantitative and Qualitative data (2021-2022):

1.) *CA School Dashboard: The California school dashboard is a state accountability tool that is used to show the effectiveness of school programs in the area of ELA, Math, English Learner Progress, Attendance and Suspension. Various metrics are utilized by the state including assessment scores in ELA and Math in addition to attendance data.*
2.) *CAASPP (California Assessment of student performance and progress) Assessment scores are utilized to determine the effectiveness of instructional programs in the areas of ELA, Math, Science. These include the state CAASPP assessments in grades 3-6 for ELA and Math, as well as the assessment for 5th grade Science.*

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

3.) *EL Data (English Learner): Students who speak languages other than English upon their enrollment are classified as English Learners. School programs are designed to meet the needs of students in English Language acquisition. They are assessed annually via the California state assessment known as the ELPAC (English Learner Proficiency Assessment for California). The assessment consists of four subtests including listening, speaking, reading and writing. Students are reclassified to English proficient once they have met the criteria in all four subtest areas. Their proficiency levels in the Spring determine their instructional needs and pathways for language acquisition for the following school year.*
4.) *Attendance: Attendance is accounted for daily to ensure student access to instructional minutes*
5.) *Suspensions: Suspensions are measured each year to determine the effectiveness of Positive Behavioral Support programs, socio-emotional learning and wrap around student services to meet the emotional and mental health needs of students.*
6.) *LCAP Survey Data (Local Control Accountability Plan): The LCAP is a district document that is used to outline district programs based on the same metric indicators schools use across all schools in the district. The LCAP survey is distributed annually to all educational partners regarding various aspects of the school such as cultural inclusion, mental health supports, socio-emotional supports, inclusiveness of the school community, etc. The data from these surveys are used to develop the school site plan each year to improve these areas as the data reflects.*

Quantitative and Qualitative data (2022-2023):

1.) *TFI: Tiered Fidelity Inventory*
2.) *I-Ready Diagnostic 2*
    a.) *EL's*
    b.) *SED*
    c.) *Special Ed*
    d.) *Races / Ethnicity*
3.) *Chronic Absentee Data:*
4.) *Suspension Data:*
5.) *SWIS Data:*

The comprehensive needs assessment shall 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. EC 64001(g)(2)(A)

LCAP/State & Federal Programs
Los Angeles County Office of Education
Serving Students ▪ Supporting Communities ▪ Leading Educators

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

Describe the findings of the data (just the facts; not opinions), including trends noticed over time in schoolwide, student group and/or grade level data.

1.) California School Dashboard:
   - a.) ELA: Very High (48.8 points above standard)
   - b.) Math: Very High (35.7 points above standard)
   - c.) English Learner Progress: Medium (52% of EL students are making progress towards proficiency)
   - d.) Chronic Absenteeism: High (11.8% chronically absent)
   - e.) Suspension Rate: Very low (0% suspended)
2.) CAASPP By Student Group:
   - a.) Overall- ELA: 75.8% Met or exceeded
     - i.) EL: 36.6% met or exceeded
     - ii.) SPED: 37% met or exceeded
     - iii.) Ethnicity: Asian (48 students)- 89.6% met or exceeded; African American (16 students)- 56.25% met or exceeded; Filipino (42 students)- 73.81% met or exceeded, Hispanic / Latino (97 students)- 69.79% met or exceeded; White (134 students)- 81.95% met and exceeded
   - b.) Overall- 68.42% Math: Met or exceeded
     - i.) EL: 36.6% met or exceeded
     - ii.) SPED: 44.45% met or exceeded
     - iii.) Ethnicity: Asian (48 students)- 91.67% met or exceeded; African American (16 students)- 37.5% met or exceeded; Filipino (42 students)- 71.43% met or exceeded, Hispanic / Latino (97 students)- 57.3% met or exceeded; White (134 students)- 75.94% met or exceeded
3.) I-Ready Diagnostic 3 (Spring 2022):
   ELA: 80% Met and Exceeded; 16% Nearly Met; 4% Not Met
   Math: 74% Met and Exceeded; 23% Nearly Met; 3% Not Met
4.) EL Data (dataquest):
   1. # of Reclassified (RFEP) students (April 2023): 11 students
   2. DataQuest (ELPAC) English Proficiency Rate of students at a level 4 (15.7%)
   3. California School Dashboard: English Learner Progress: Medium (52% of EL students are making progress towards proficiency)

4. *CAASPP By Student Group:*
5. *Overall: ELA: 75.8% Met or exceeded*
   EL: 36.6% met or exceeded
6. *Overall: Math: 68.42% Met or exceeded*
   EL: 36.6% met or exceeded

5.) *Attendance Data (dataquest):*

Average Daily Attendance By Month

August	September	October	November	December`	January	February	March	April	May	June
95.57%	94.78%	95.21%	92.35%	93.35%	95.4%	94.79%	94.73%	TBD	TBD	TBD

Chronic Absenteeism by Month

August	September	October	November	December	January	February	March	April	May	June
4.38%	4.88%	4.46%	7.38%	6.39%	4.21%	4.78%	4.99%	TBD	TBD	TBD

6.) *Suspensions (dataquest): 1 Suspension*
7.) *LCAP Survey Data:*

CONCLUSIONS

Describe the successes or strengths identified based on the data. Describe the challenges or concerns that were identified based on the data.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

Goal 1: Parent Engagement and Core Services

Successes:
- *Social workers to support students*
- *PBIS*
- *Book Fair / Family Nights*
- *Keep SOAR matrix*

Needs:
- *Daily support with our social worker rather than shared*
- *Resource / information booth about our programs for parents to increase engagement and understanding of core services*
- *Stop CHAMPS to simplify the PBIS programs*

Goal 2: Student engagement, wellness and attendance

Successes:
- *SEL lessons and social skill group lessons*
- *Community events*
- *School wide art projects for cultural / historical recognitions (pinatas for Hispanic Heritage, Mosaic art projects)*

Needs:
- *More SEL lessons and social skill group lessons for primary grades*
- *Awards assemblies- only invite the winners to maintain morale*
- *Increase frequency of autism and special needs connectedness events throughout the year*

Goal 3: English Learner Academic Needs

Successes:
- *Continue meeting with students individually to set and meet goals for all EL students*
- *Meet with LTEL's for them to know what they need to reclassify*
- *Asking parents how we can be of support for them to help their students reclassify*
- *Overall the current strategies have been very successful*

Needs:

- *Increase the ELAC parent involvement by surveying families about meeting times*
- *Add students to the ELAC meeting*
- *Incentivize participation in ELAC meetings with spirit wear*

Goal 4: Close the achievement gap for "all students" one or more grade level below in both ELA and Math

Successes:

- *Met our goal for ELA achievement in Spring of 2022*
- *Good first instruction and intervention contributed to ELA scores*
- *TOSA / Instructional assistants supported reading for primary and upper grades*
- *Collaborative Instructional Planning*
- *Socio-emotional learning for a conducive learning environment*
- *Formative and summative assessments*
- *Attendance focus to ensure access to instruction*
- *Parent contact*
- *Ongoing professional development and various programs*
- *STEMINARS / 6th grade Emporium / Student centered engineering*

Needs:

- *Did not meet our math goal and underperformed by 8%*
- *Increase Tier 2 intervention for math, especially in the upper grade levels*
- *Increase Tier 2 intervention in reading for the lower grades*

Goal 5: Equity & Diversity

Successes:

Implemented actions

Needs:

Continue to ensure students increasing see their culture represented - use more 21st Century TOSA Created Lessons

PRIORITIZED NEEDS

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

Provide a description of the most critical needs based on the data. Describe which needs will have the greatest impact on student outcomes, if addressed.

A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.

Do we see a need that will change one of our 5 goals? Prioritized needs above should be the focus of our goals, or the changes to our actions and strategies that meet the goals

Goal 1: Parent Engagement and Core Services
- *Parent education about our programs / LCAP / curriculum specifically for Emblem*
- *Giving room parents leadership roles for the classroom about programs / events that happen on campus*

Goal 2: Student engagement, wellness and attendance
- *continue what we are already doing*

Goal 3: English Learner Academic Needs
- *Parent involvement focus*

Goal 4: Close the achievement gap for "all students" one or more grade level below in both ELA and Math
- *Small group instruction and Tier 2 intervention*

Goal 5: Equity & Diversity
- *Increase percentage of students who feel their culture is represented at school*

ROOT CAUSE ANALYSIS

Describe potential root causes of the prioritized needs or concerns.

A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.

What is the reason for the needs? These are our actions

LCAP/State & Federal Programs

ack of scaffolds and support in ELA and Math

lack of exposure to core curriculum and low expectations in math and ELA for SED

Increase training needed in use of manipulatives and research based instructional strategies for classified and certificated staff

increase adult support needed in intervention

less relevance and expectations for the african american student group

lack of effective incentives and monitoring of attendance

increase training needed for campus supervisors