

# Emblem Academy

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



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

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### 2023-24 School Contact Information

<b>School Name</b>	Emblem Academy
<b>Street</b>	22635 W. Espuella Drive

<b>City, State, Zip</b>	Saugus, CA 91350
<b>Phone Number</b>	(661) 294-5315
<b>Principal</b>	Katie Demsher
<b>Email Address</b>	kdemsher@saugususd.org
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	19649986022669

## 2023-24 District Contact Information

<b>District Name</b>	Saugus Union School District
<b>Phone Number</b>	(661) 294-5300
<b>Superintendent</b>	Colleen Hawkins, Ed. D.
<b>Email Address</b>	chawkins@saugususd.org
<b>District Website</b>	www.saugususd.org

## 2023-24 School Description and Mission Statement

Emblem Academy is nestled among the pine trees of Santa Clarita within the Saugus Union School District located in the Santa Clarita Valley. Emblem Academy houses approximately 800 students in Transitional Kindergarten through sixth grade. Approximately 26 Emblem students are enrolled in the preschool Regional Autism Program with approximately 40 students in the elementary Regional Autism Program. The Emblem staff includes about 100 adults who embrace high academic and behavior expectations which are taught, encouraged, and recognized through our Positive Behavior Intervention and Supports (PBIS) practices. Students are encouraged to S.O.A.R at Emblem Academy by being Safe, being On task, Acting responsibly and Respecting all.

Emblem’s Mission includes 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: Critical Thinking, Communication, Collaboration, and Creativity.

In our typical classrooms, teachers provide whole group lessons, small group English Language Development lessons, small group intervention for those in need, as well as extension opportunities for those working at and above grade level. This differentiation meets students at their current instructional level and continues to set high expectations for students to reach or exceed the standard. Our focus begins with the core instruction in English Language Arts and Mathematics to ensure students are reading and have strong number concepts. These skills are foundational and integrated into our Social Studies, Science, and the arts. Our vision is to create a dynamic learning environment where all students, teachers, and parents become involved in the learning process through:

- High Expectations
- Academic Perseverance
- Character Development through the Six Pillars of Character
- Inclusion of students with special needs
- ESTEEM (Ethics, Science, Technology, Engineering, Entrepreneurship, Mathematics)

Emblem’s Vision:  
Empower students to succeed in a rapidly changing world.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	106
Grade 1	110
Grade 2	109
Grade 3	89
Grade 4	133
Grade 5	117
Grade 6	92
Total Enrollment	756

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	50%
American Indian or Alaska Native	0.3%
Asian	12.2%
Black or African American	3.7%
Filipino	14.9%
Hispanic or Latino	31%
Two or More Races	6.9%
White	30.4%
English Learners	8.3%
Foster Youth	0.4%
Homeless	0.3%
Socioeconomically Disadvantaged	30.4%
Students with Disabilities	15.2%

## A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.60	100.00	353.80	94.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.98	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.90	1.88	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.00	0.54	12115.80	4.41
Unknown	0.00	0.00	6.20	1.67	18854.30	6.86
<b>Total Teaching Positions</b>	<b>22.60</b>	<b>100.00</b>	<b>372.70</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.60	95.40	347.90	94.74	234405.20	84.00
Intern Credential Holders Properly Assigned	0.90	3.18	3.10	0.86	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	1.06	7.40	2.02	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.32	2.50	0.70	11953.10	4.28
Unknown	0.00	0.00	6.10	1.68	15831.90	5.67
<b>Total Teaching Positions</b>	<b>31.00</b>	<b>100.00</b>	<b>367.30</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00

<b>Misassignments</b>	0.00	0.30
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00
<b>Local Assignment Options</b>	0.00	0.10
<b>Total Out-of-Field Teachers</b>	0.00	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January, 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill Reading Wonders Grades K-5 McGraw-Hill Study Sync Grade 6 Certified 2018	Yes	0
<b>Mathematics</b>	Mc-Graw-Hill My Math Grades K-5 Mc-Graw Hill Glencoe Math Course 1 Grade 6 Certified 2015	Yes	0
<b>Science</b>	STEMscopes	Yes	0

	Certified 2020		
<b>History-Social Science</b>	Studies Weekly Grade K-6 Certified 2020	Yes	0

### School Facility Conditions and Planned Improvements

Students, staff, and parents take pride in our school. Our custodians ensure a clean, safe environment in which learning can take place. Playground campus supervisors work closely with staff to see that children enjoy safe activities.

A district/school safety committee inspects the campus on a regular basis. Students take part in fire drills, lockdown drills, and disaster drills on a regular basis to ensure preparedness in the event of an emergency. A disaster supply bin is maintained on our campus and the disaster plan is updated annually. Staff receives annual training in disaster preparedness, safety training and CPR/First Aid training.

<b>Year and month of the most recent FIT report</b>	12/02/2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	74	73	64	63	47	46
<b>Mathematics</b> (grades 3-8 and 11)	66	64	57	59	33	34

### 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	439	438	99.77	0.23	72.83
<b>Female</b>	216	215	99.54	0.46	71.63
<b>Male</b>	223	223	100.00	0.00	73.99
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	52	52	100.00	0.00	86.54
<b>Black or African American</b>	16	16	100.00	0.00	56.25
<b>Filipino</b>	68	67	98.53	1.47	77.61
<b>Hispanic or Latino</b>	132	132	100.00	0.00	62.12
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	23	23	100.00	0.00	82.61
<b>White</b>	148	148	100.00	0.00	75.68
<b>English Learners</b>	37	36	97.30	2.70	30.56
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	138	137	99.28	0.72	66.42
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	56	56	100.00	0.00	35.71

## 2022-23 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	439	438	99.77	0.23	63.93
Female	216	215	99.54	0.46	61.86
Male	223	223	100.00	0.00	65.92
American Indian or Alaska Native	0	0	0	0	0
Asian	52	52	100.00	0.00	82.69
Black or African American	16	16	100.00	0.00	56.25
Filipino	68	67	98.53	1.47	74.63
Hispanic or Latino	132	132	100.00	0.00	52.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	23	100.00	0.00	69.57
White	148	148	100.00	0.00	62.84
English Learners	37	36	97.30	2.70	36.11
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	138	137	99.28	0.72	61.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	56	100.00	0.00	33.93

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	63.86	61.02	53.86	53.85	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	120	120	100.00	0.00	60.00
Female	60	60	100.00	0.00	53.33
Male	60	60	100.00	0.00	66.67
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	76.92
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	68.75
Hispanic or Latino	34	34	100.00	0.00	44.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	51	51	100.00	0.00	66.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	0.00	54.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	27.27

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

## C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2023-24 Opportunities for Parental Involvement

Emblem Academy is privileged to have a high level of parental support. During a typical school year, parents are encouraged and welcomed as volunteers daily to assist in the classroom, library, and office. Emblem is very fortunate to have an exceptionally active PTA. All students, staff, and school community benefit from the many activities that PTA plans and implements throughout the year including festivals, field trips, assemblies, and book fairs, to name a few. Parents may also participate by being elected to Emblem's School Site Council or become involved with Emblem's English Language Advisory Committee (ELAC). Parents can also become involved by attending a District committee such as the Parent Advisory Council or attending bimonthly school board meetings.

Parents are welcomed through to hear about current trends and interact with administrators during our monthly Coffee and Conversations with the Principal provided in a hybrid format so that parents can attend in person or virtually to best meet their schedules. Parents learn how to best support their children and how to build strong home to school communication. Additionally, parent input is received via annual surveys and through feedback after specific events as well as the end of the year.

A strong bond is nurtured between students, staff, and parent community, evidenced by the relationships observed in the classroom, out of the classroom, and within the community at large. Integrating these together encourages all students to engage actively in the school, build positive relationships, and apply this learning to social responsibility within our diverse school community.

### 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	798	787	77	9.8
Female	398	394	35	8.9
Male	400	393	42	10.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	98	98	3	3.1
Black or African American	33	31	6	19.4
Filipino	117	116	8	6.9
Hispanic or Latino	242	240	30	12.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	54	53	4	7.5
White	244	239	21	8.8
English Learners	69	68	7	10.3
Foster Youth	3	3	0	0.0
Homeless	6	5	2	40.0

<b>Socioeconomically Disadvantaged</b>	251	247	34	13.8
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	132	131	26	19.8

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.00	0.00	0.13	0.02	0.21	0.46	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.13	0
<b>Female</b>	0	0
<b>Male</b>	0.25	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0.41	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0.4	0
<b>Students Receiving Migrant Education Services</b>	0	0

## 2023-24 School Safety Plan

Emblem Academy provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Our Comprehensive School Safety Plan is updated annually. The plan includes sections on child abuse reporting, disaster preparedness, suspension and expulsion, dangerous student notification, sexual harassment, dress codes, and hate crime reporting. Fire drills are conducted monthly and earthquake and lockdown drills are held four times each year. The plan was discussed at our school site council and staff meetings in December/January and submitted to the Board of Trustees for approval in March.

Emblem Academy is a closed campus. During school hours, the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in to our volunteer management system, wear a visitor's badge during their stay, and check out at the front office upon departure.

The Comprehensive School Safety Plan developed under SB187 guidelines addresses each of the following three elements:

- School-wide Positive Behavior Support
- Safe School Environment
- Disaster Preparedness

## D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	4	2	
1	16	2	1	
2	22	1	3	
3	18	1	3	
4	17	2	2	
5	19	2	2	
6	22	1	3	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4	3	
1	14	4	3	
2	17	2	3	
3	22	1	5	
4	22	1	4	
5	22	1	3	
6	17	3	3	

## 2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	4	0
1	22	1	4	0
2	18	3	3	0
3	15	3	3	0
4	19	3	4	0
5	23	1	4	0
6	23	1	3	0
Other	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.2

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12743	4305	8438	93938
District	N/A	N/A	8165	\$93,001
Percent Difference - School Site and District	N/A	N/A	3.3	12.9
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	24.5	7.4

## Fiscal Year 2022-23 Types of Services Funded

State and federal specially-funded programs at our school include: Standards-based Textbooks and Materials purchases, Gifted and Talented student instruction, English Language Learner services, and School Improvement activities.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$51,009	\$54,215
<b>Mid-Range Teacher Salary</b>	\$92,409	\$86,843
<b>Highest Teacher Salary</b>	\$108,129	\$111,440
<b>Average Principal Salary (Elementary)</b>	\$143,844	\$140,851
<b>Average Principal Salary (Middle)</b>	\$0	\$147,065
<b>Average Principal Salary (High)</b>	\$0	\$142,189
<b>Superintendent Salary</b>	\$211,150	\$252,466
<b>Percent of Budget for Teacher Salaries</b>	31.6%	33.16%
<b>Percent of Budget for Administrative Salaries</b>	4.25%	5.15%

## Professional Development

Professional growth activities are planned annually based on current needs and input received from staff. The Saugus Union School District calendar includes two professional development days for teachers and staff. During these staff development days and after school workshop opportunities, the District offers a variety of choices for professional growth. These workshops provide training and strategies to best support academic growth and Social Emotional Learning (SEL).

The Saugus Union School District is also committed to supporting new teachers to the District. All teachers newly hired to Saugus receive support through the Beginning Teacher Induction Program which extends individual training and support with best teaching practices. Additionally, we have a Peer Assistance and Review (PAR) program to extend assistance and support to credentialed teachers newly hired who may need support transitioning into our school district.

Emblem Academy supports District initiatives by providing additional training during staff meetings and weekly collaborative instructional planning (CIP) time. In addition, grade level teams work together weekly to make instructional decisions based around three tiers of instruction: implementing best first instructional practices to teach new grade level concepts to all students, developing common formative assessments on a ongoing basis so they can analyze the data to determine which students have mastered the new concepts and which students may need additional support, and implementing grade level intervention support or extension based on data results to ensure high levels of learning for all students.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2