Emblem Academy

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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Saugus Union Elementary School District

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District Governing Board

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Superintendent

Isa De Armas, Ed. D.
Assistant Superintendent Education Services

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Assistant Superintendent Business

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Assistant Superintendent Human Resources

School Description

Emblem Academy is one of 15 elementary schools within the Saugus Union School District. The Saugus Union School District is located in the Santa Clarita Valley which is in northeastern Los Angeles County.

Emblem Academy houses approximately 850 Pre-Kindergarten through sixth grade students. Approximately 60 Emblem students are enrolled in the Regional Autism Program. Emblem's academic calendar follows the District calendar that covers 180 school days beginning in August and ending in June.

With a focus on Science, Technology, Engineering and Mathematics combined with Ethics and Entrepreneurship (ESTEEM), Emblem strives to incorporate 21st Century learning skills that include critical thinking, collaboration, cooperation, communication, and creativity.

Emblem's Mission:
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

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

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	130
Grade 1	110
Grade 2	110
Grade 3	115
Grade 4	90
Grade 5	89
Grade 6	102
Total Enrollment	746

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	4.3
American Indian or Alaska Native	0.1
Asian	8.7
Filipino	7.9
Hispanic or Latino	28.2
Native Hawaiian or Pacific Islander	0.5
White	47.3
Two or More Races	2.3
Socioeconomically Disadvantaged	11.3
English Learners	8.2
Students with Disabilities	16.1
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Emblem Academy	**15-16**	**16-17**	**17-18**
With Full Credential	35	37	37
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saugus Union Elementary School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	398
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Emblem Academy	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: 9/29/2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Scott Foresman K-6 Certified 2010 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Mc-Graw Hill K-6 Certified 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	MacMillan McGraw-Hill K-5, Harcourt 6 Certified 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Scott Foresman K-5, Harcourt 6 Certified 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Students, staff, and parents take pride in our school. Our custodians ensure a clean, safe environment where learning takes place. Students participate in character-building programs which help instill a sense of pride in our campus while reinforcing environmental responsibility. Playground 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 monthly fire and earthquake drills to ensure preparedness in the event of an emergency.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/14/2017				
System Inspected	**Repair Status**			**Repair Needed and** **Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/14/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

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

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	73	70	64	62	48	48
Math	62	62	52	51	36	37

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

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	88	80	82	79	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	18	29.2	30.3

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
	Number of Students		**Percent of Students**	
Group	**Enrolled**	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	101	97	96.0	80.4
Male	61	58	95.1	82.8
Female	40	39	97.5	76.9
Hispanic or Latino	22	22	100.0	63.6
White	56	53	94.6	81.1
Socioeconomically Disadvantaged	16	15	93.8	66.7
Students with Disabilities	25	22	88.0	63.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	410	404	98.54	69.55
Male	228	226	99.12	63.72
Female	182	178	97.8	76.97
Black or African American	22	22	100	45.45
Asian	33	32	96.97	90.63
Filipino	29	28	96.55	75
Hispanic or Latino	110	110	100	66.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	200	196	98	69.9
Two or More Races	11	11	100	81.82
Socioeconomically Disadvantaged	40	40	100	45
English Learners	45	44	97.78	65.91
Students with Disabilities	73	70	95.89	24.29
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	410	404	98.54	61.88
Male	228	226	99.12	62.39
Female	182	178	97.8	61.24
Black or African American	22	22	100	45.45
Asian	33	32	96.97	90.63
Filipino	29	28	96.55	82.14
Hispanic or Latino	110	110	100	52.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	200	196	98	61.73
Two or More Races	11	11	100	63.64
Socioeconomically Disadvantaged	40	40	100	37.5
English Learners	45	44	97.78	61.36
Students with Disabilities	73	70	95.89	28.57
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

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

Opportunities for Parental Involvement (School Year 2017-18)
Emblem Academy is privileged to have a high level of parental support. Volunteers work at the school daily to assist in the classroom, library, office and out at the Student Valet Lane. Emblem is very fortunate to have an active PTA. Students and staff benefit from the many activities that PTA plans and implements.

Parents may also participate by being elected to Emblem's School Site Council or become involved in a District committee such as the Parent Advisory Council. Any parent interested in becoming an Emblem parent volunteer should contact the school office for additional information.

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.

School Safety Plan
Emblem Academy provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Emblem Parent/Student Handbook outlines district and school policies and procedures concerning emergency situations, playground behavior, and special services. Fire Drills are conducted monthly. Disaster preparedness drills are conducted quarterly and include earthquake and lock down.

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 and wear a visitor's badge during their stay, and check out at the front office upon departure.

A comprehensive School Safety Plan developed under SB18 guidelines addresses each of the following four goals:
• All students and staff members are provided a safe teaching and learning environment.
• All students are safe and secure while at school and when traveling to and from school.

- District programs and approved community resources are made available to students and parents.
- Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.1	0.1	0.5
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.3	0.3	0.2
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		33.3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.8
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	2
Resource Specialist	1.2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	20	23	21	2		1	5	5	5			
1	27	25	25				4	4	4			
2	21	27	27	1			3	4	4			
3	29	27	22			1	3	3	3			
4	25	28	28	1			3	3	3			
5	29	29	24			1	2	1			2	2
6	20	24	25	2	1	1	3	2	3			
Other		8	10		6	2						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Professional growth activities are planned annually based on current need 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, the District offers a variety of choices for professional growth. Some of these include training in the new Next Generation Science Standards, academic vocabulary, and the roll-out of the new California Social Studies Framework. Teachers are also supported with continued training in Making Meaning and Systematic ELD instruction.

The District recently purchased Interactive Flat Panels (IFP) for every classroom with Measure EE funds. The District is committed to providing ongoing training to all teachers for operating IFP hardware and software.

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 Induction or PAR programs.

Emblem Academy supports District initiatives by providing additional training during staff meetings and collegial planning time. Emblem also provides teachers additional training in STEM through programs like STEMscopes, Engineering in Elementary, and Project Lead The Way.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,461	$48,678
Mid-Range Teacher Salary	$76,924	$78,254
Highest Teacher Salary	$90,931	$96,372
Average Principal Salary (ES)	$125,330	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$184,497	$212,818
Percent of District Budget		
Teacher Salaries	40%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$8,747	$2,487	$6,260	$76,051
District	♦	♦	$6,076	$78,879
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			3.0	-3.6
Percent Difference: School Site/ State			-4.8	-3.0

* Cells with ♦ do not require data.

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.

DataQuest

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

Internet Access

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