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	Jon Baker
District Name	Saugus Union Elementary School District
SPSA Revision Date	May 1, 2019
Schoolsite Council (SSC) Approval Date	
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:
To provide an amazing educational experience for all students 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)

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

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. The majority of the student population comes from outside Emblem's boundary. 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.
Population Distribution 2017-2018:
American Indian or Alaska - 0.12%
African American - 5.7%
Asian - 9.71%
Filipino - 9.22%
Hispanic/ Latino - 25.61%
Pacific Islander - 0.61%

White - 45.75%
Multiple/No Response - .61%
Total Enrollment - 824

Stakeholder 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 - At staff meetings we have a standing topic on the staff meeting agenda to discuss the School Site Plan. Teachers and administration collaborate to give input for goals and actions related to the Single
School Plan.
Parent Groups (Site Council and ELAC) - 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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Student**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
American Indian	0.3%	0.1%	0.12%	2	1	1
African American	3.0%	4.3%	5.70%	21	32	47
Asian	8.9%	8.7%	9.71%	62	65	80
Filipino	5.6%	7.9%	9.22%	39	59	76
Hispanic/Latino	28.6%	28.2%	25.61%	199	210	211
Pacific Islander	0.3%	0.5%	0.61%	2	4	5
White	51.4%	47.3%	45.75%	357	353	377
Multiple/No Response	1.6%	0.7%	0.61%	11	5	5
			Total Enrollment	695	746	824

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	2015-16	**2016-17**	**2017-18**
Kindergarten	127	130	144
Grade 1	107	110	112
Grade 2	113	110	121
Grade3	85	115	124
Grade 4	83	90	124
Grade 5	97	89	102
Grade 6	83	102	97
Total Enrollment	695	746	824

Conclusions based on this data:

1. Emblem enrollment has increased significantly over the past three years. There has been an increase 129 from 2015-16 to 2017-18

2. The most significant percentage change (5.65%) is a decrease in the "White" population from 2015-16 to 2017-18

3. The three largest subgroups in 2017-18 include White (45.75%); Hispanic (25.61%); Asian (9.7%)

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	62	61	76	8.9%	8.2%	9.2%
Fluent English Proficient	23	28	33	3.3%	3.8%	4.0%
Reclassified Fluent English Proficient	7	7	5	11.9%	11.3%	8.2%

Conclusions based on this data:

1. Emblem's English Learner population increased from 62 students in 2015-16 to 76 students in 2017-18 (22.5%)

2. Emblem's Fluent English Proficient students increased by 43% from 2015-16 to 2017-18

3. Emblem's reclassification rate decreased from 11.9% to 8.2% from 2015-16 to 2017-18 (3.7%)

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	81	110	122	80	108	122	80	108	122	98.8	98.2	100
Grade 4	85	89	120	84	89	118	84	89	118	98.8	100	98.3
Grade 5	88	89	100	87	89	99	87	89	99	98.9	100	99
Grade 6	75	94	96	72	92	94	71	92	94	96	97.9	97.9
All Grades	329	382	438	323	378	433	322	378	433	98.2	99	98.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2476.	2471.	2470.	45	45.37	39.34	33	25.00	28.69	14	16.67	20.49	9	12.96	11.48
Grade 4	2524.	2523.	2509.	46	50.56	45.76	37	23.60	21.19	5	17.98	17.80	12	7.87	15.25
Grade 5	2552.	2550.	2537.	39	38.20	31.31	36	34.83	36.36	14	15.73	20.20	11	11.24	12.12
Grade 6	2591.	2584.	2588.	42	40.22	41.49	37	40.22	38.30	13	9.78	10.64	8	9.78	9.57
All Grades	N/A	N/A	N/A	43	43.65	39.72	35	30.69	30.48	11	15.08	17.55	10	10.58	12.24

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	34	37.04	37.70	58	46.30	47.54	9	16.67	14.75
Grade 4	42	47.19	41.53	49	47.19	46.61	10	5.62	11.86
Grade 5	48	37.08	39.39	34	51.69	48.48	17	11.24	12.12
Grade 6	44	40.22	44.68	49	50.00	42.55	7	9.78	12.77
All Grades	42	40.21	40.65	47	48.68	46.42	11	11.11	12.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	46.30	39.67	44	37.96	45.45	11	15.74	14.88
Grade 4	39	41.57	40.68	49	50.56	39.83	12	7.87	19.49
Grade 5	39	48.86	33.33	49	38.64	44.44	11	12.50	22.22
Grade 6	45	45.65	58.06	44	40.22	31.18	11	14.13	10.75
All Grades	42	45.62	42.46	47	41.64	40.60	11	12.73	16.94

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	35	30.56	37.70	61	60.19	53.28	4	9.26	9.02
Grade 4	33	23.60	29.66	61	70.79	64.41	6	5.62	5.93
Grade 5	25	33.71	24.24	62	59.55	63.64	13	6.74	12.12
Grade 6	39	31.52	27.66	58	59.78	67.02	3	8.70	5.32
All Grades	33	29.89	30.25	61	62.43	61.66	7	7.67	8.08

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	34	41.67	47.54	60	50.00	42.62	6	8.33	9.84
Grade 4	50	40.45	41.53	40	51.69	47.46	10	7.87	11.02
Grade 5	59	38.20	38.38	36	50.56	47.47	6	11.24	14.14
Grade 6	54	52.17	62.77	38	41.30	28.72	8	6.52	8.51
All Grades	49	43.12	47.11	43	48.41	42.03	7	8.47	10.85

Conclusions based on this data:

1. In ELA 70.2% Exceeded or Met Standard for 17-18 ; 17.55% Nearly Met Standards.

2. Writing has the highest percentage of students achieving below standard in 17-18 for grades 3-5.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Students Tested**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	81	110	122	80	108	122	80	108	122	98.8	98.2	100
Grade 4	85	89	120	84	89	118	84	89	118	98.8	100	98.3
Grade 5	88	89	100	87	89	99	87	89	99	98.9	100	99
Grade 6	75	94	96	72	92	95	72	92	95	96	97.9	99
All Grades	329	382	438	323	378	434	323	378	434	98.2	99	99.1

Overall Achievement for All Students														
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	2486.	2491.	2485.	48	42.59	43.44	31	32.41	28.69	15	19.44	19.67	6	5.56	8.20
Grade 4	2512.	2515.	2507.	27	34.83	29.66	37	28.09	31.36	27	29.21	31.36	8	7.87	7.63
Grade 5	2530.	2529.	2524.	31	28.09	28.28	28	30.34	19.19	26	25.84	33.33	15	15.73	19.19
Grade 6	2589.	2567.	2577.	44	39.13	33.68	22	27.17	36.84	22	17.39	18.95	11	16.30	10.53
All Grades	N/A	N/A	N/A	37	36.51	34.10	30	29.63	29.03	23	22.75	25.81	10	11.11	11.06

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	64	54.63	56.56	29	36.11	31.15	8	9.26	12.30
Grade 4	46	51.69	42.37	36	32.58	37.29	18	15.73	20.34
Grade 5	39	38.20	38.38	37	35.96	30.30	24	25.84	31.31
Grade 6	51	47.83	49.47	29	29.35	36.84	19	22.83	13.68
All Grades	50	48.41	47.00	33	33.60	33.87	17	17.99	19.12

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**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	55	49.07	52.46	36	43.52	38.52	9	7.41	9.02
Grade 4	38	38.20	34.75	46	46.07	53.39	15	15.73	11.86
Grade 5	30	32.58	25.25	48	48.31	55.56	22	19.10	19.19
Grade 6	43	42.39	30.53	44	39.13	51.58	13	18.48	17.89
All Grades	41	41.01	36.64	44	44.18	49.31	15	14.81	14.06

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	48	51.85	47.54	45	43.52	44.26	8	4.63	8.20
Grade 4	38	42.70	36.44	49	44.94	50.85	13	12.36	12.71
Grade 5	23	26.97	27.27	59	55.06	47.47	18	17.98	25.25
Grade 6	35	36.96	32.63	54	42.39	52.63	11	20.65	14.74
All Grades	36	40.21	36.64	52	46.30	48.62	13	13.49	14.75

Conclusions based on this data:

1. 63.13% of students Exceeded and/or Met standard in Math for all grade levels in 17-18. This is a 3.01% decrease from 16-17.

2. Concepts & Procedures Applying mathematical concepts and procedures had the highest percent of students scoring "below standard" at 19.12% in 17-18.

3. Concepts & Procedures Applying mathematical concepts and procedures had the highest percent of students scoring "above standard" at 47% in 17-18.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1430.4	1430.7	1429.6	18
Grade 1	1472.1	1489.1	1454.5	20
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				75

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	18
Grade 1	14	70.00	*	*	*	*	*	*	20
Grade 2	*	*							*
Grade 3	*	*	*	*					*
Grade 4	*	*	*	*					*
Grade 5	*	*							*
Grade 6	*	*	*	*					*
All Grades	48	64.00	21	28.00	*	*	*	*	75

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*			*	*	18
Grade 1	17	85.00	*	*			*	*	20
Grade 2	*	*	*	*					*
Grade 3	*	*	*	*					*
Grade 4	*	*							*
Grade 5	*	*							*
Grade 6	*	*	*	*					*
All Grades	58	77.33	12	16.00			*	*	75

Written Language
Number and Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	18
Grade 1	*	*	*	*	*	*	*	*	20
Grade 2	*	*							*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*					*
Grade 5	*	*							*
Grade 6	*	*	*	*	*	*			*
All Grades	37	49.33	21	28.00	12	16.00	*	*	75

Listening Domain
Number and Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	14	77.78	*	*	*	*	18
Grade 1	17	85.00	*	*	*	*	20
Grade 2	*	*					*
Grade 3	*	*	*	*			*
Grade 4	*	*					*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
All Grades	57	76.00	15	20.00	*	*	75

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	18
Grade 1	14	70.00	*	*	*	*	20
Grade 2	*	*	*	*			*
Grade 3	*	*					*
Grade 4	*	*					*
Grade 5	*	*					*
Grade 6	*	*	*	*			*
All Grades	53	70.67	16	21.33	*	*	75

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade K	*	*	11	61.11	*	*	18
Grade 1	11	55.00	*	*	*	*	20
Grade 2	*	*					*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
Grade 6	*	*	*	*	*	*	*
All Grades	38	50.67	30	40.00	*	*	75

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade K	11	61.11	*	*	*	*	18
Grade 1	*	*	*	*	*	*	20
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
All Grades	36	48.00	31	41.33	*	*	75

Conclusions based on this data:

1. This is base-line data and comparisons can be made next year.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
824	**15.2%**	**9.2%**	**0.5%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	76	9.2%
Foster Youth	4	0.5%
Homeless	6	0.7%
Socioeconomically Disadvantaged	125	15.2%
Students with Disabilities	130	15.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	47	5.7%
American Indian	1	0.1%
Asian	80	9.7%
Filipino	76	9.2%
Hispanic	211	25.6%
Two or More Races	22	2.7%
Pacific Islander	5	0.6%
White	377	45.8%

Conclusions based on this data:

1. Socioeconomically Disadvantaged: 15.2%

2. English Learners: 9.2%

3. Foster Youth: 0.5%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Emblem's Overall Performance for ELA is Green

2. Emblem's Overall Performance for Math is Green

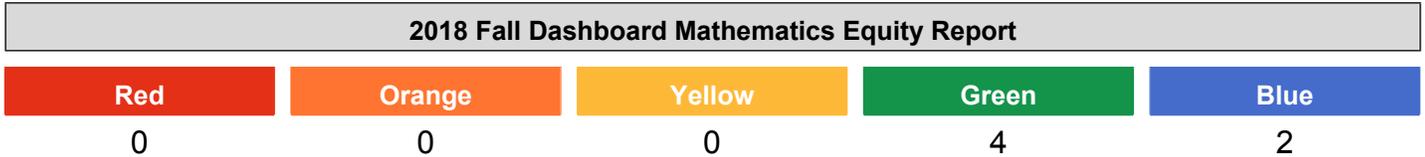3. Emblem's Overall Performance for Chronic Absenteeism is Green; Suspension Rate is Blue

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	4	2

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
42.7 points above standard	28.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.2 points	Declined -3.6 points	
420 students	41 students	2 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Green
Less than 11 Students - Data Not Displayed for Privacy	19.5 points above standard	3 points below standard
	Increased 36.9 points	Increased 6 points
1 students	54 students	57 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
24.2 points above standard	0 Students	93.4 points above standard	52.9 points above standard
Maintained 2.8 points		Increased 9.1 points	Maintained -0.1 points
20 students		35 students	29 students

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
31.7 points above standard	72.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	39.3 points above standard
Maintained 1.3 points	Increased 14.9 points	2 students	Declined -15.5 points
114 students	13 students		206 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
13.5 points below standard	88.4 points above standard	43.1 points above standard
Increased 24.3 points	Maintained 1.2 points	Declined -7.2 points
24 students	17 students	370 students

Conclusions based on this data:

1. ELA - 42.7 points above standard for all students which was a decline of 6.2 points from the previous year (Green)

2. ELA - 28.7 points above standard for EL students which was a decline of 3.6 points from the previous year (Green)

3. ELA California Dashboard - Emblem's performance level fell within "Green" in four groups : EL, Students with Disabilities, White, Hispanic. Emblem's performance level fell within "Blue" in two groups: Socioeconomically Disadvantaged and Asian. Emblem did not fall in Red, Orange, or Yellow.

School and Student Performance Data

Academic Performance
Mathematics

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	4	2

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
25.7 points above standard	6.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -4.1 points	Maintained -2.9 points	2 students
419 students	41 students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Green
Less than 11 Students - Data Not Displayed for Privacy	2.2 points above standard	13 points below standard
1 students	Increased	Increased 12.5 points
	54 points	57 students
	54 students	

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
1.3 points above standard	0 Students	88.5 points above standard	28.6 points above standard
Declined -14.5 points		Increased 7 points	Declined -24.2 points
20 students		35 students	28 students

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
4.2 points above standard	42.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	28 points above standard
Increased 8.6 points	Increased 14.8 points	2 students	Declined -9.7 points
114 students	13 students		206 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
42.8 points below standard	75.7 points above standard	27.1 points above standard
Increased	Maintained 2.5 points	Declined -5.2 points
29.6 points		
24 students	17 students	369 students

Conclusions based on this data:

1. Math - 25.7 points above standard for all students which was a decline of 4.1 points from the previous year (Green)

2. Math - 6.4 points above standard for EL students which was a decline of 2.9 points from the previous year (Green)

3. Math California Dashboard - Emblem's performance level fell within "Green" in four groups : EL, Students with Disabilities, White, Hispanic. Emblem's performance level fell within "Blue" in two groups: Socioeconomically Disadvantaged and Asian. Emblem did not fall in Red, Orange, or Yellow in CA Dashboard

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
75	64%	28%	2.7%	5.3%

Conclusions based on this data:

1. 64% of EL students scored on Level 4 (Well Developed) on the new English Language Proficiency Assessments for California (ELPAC)

2. 28% of EL students scored on Level 3 (Moderately Developed) on the new English Language Proficiency Assessments for California (ELPAC)

3. 8% of EL students scored on Levels 1 (Beginning Stage) and on Level 2 (Somewhat Developed) on the new English Language Proficiency Assessments for California (ELPAC)

School and Student Performance Data

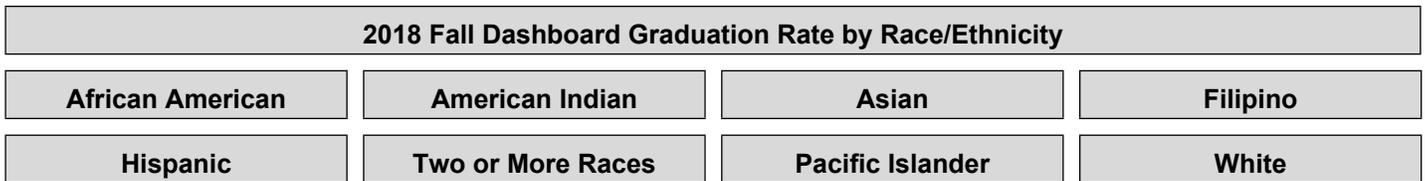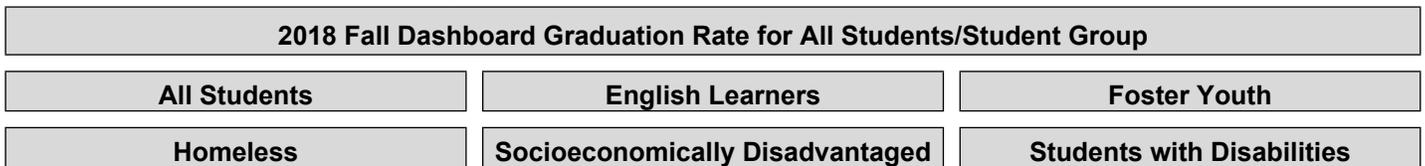## Academic Performance
College/Career

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
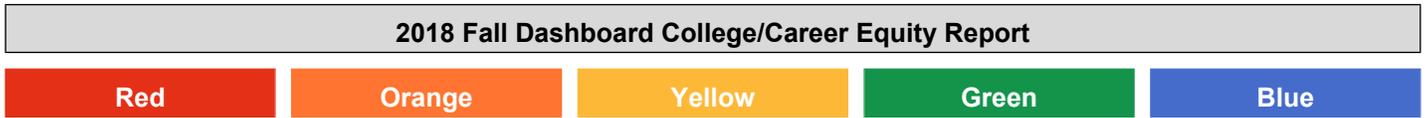
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group

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

2018 Fall Dashboard College/Career by Race/Ethnicity

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

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	4	1
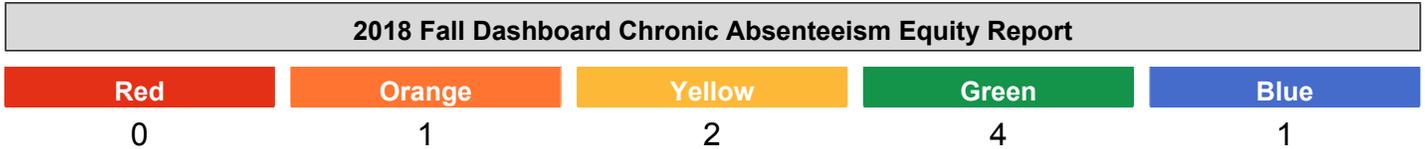
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
5% chronically absent	7.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 0.9%	Declined 3.2%	
853 students	83 students	4 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	9.7% chronically absent	10.5% chronically absent
	Declined 4.6%	Declined 4.3%
9 students	144 students	143 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Green	No Performance Color	Orange	Blue
7.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	7.1% chronically absent	2.5% chronically absent
Declined 4.7%	1 students	Increased 1.3%	Declined 2.4%
51 students		84 students	81 students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Green
8.8% chronically absent	6.9% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	2.6% chronically absent
Maintained 0.4%	Increased 6.9%	5 students	Declined 1.2%
216 students	29 students		386 students

Conclusions based on this data:

1. Emblem's Chronic Absenteeism fell within Blue: (Filipino) or Green: (EL, SES, White, African American)

2. Emblem's Chronic Absenteeism fell within Orange: Asian

3. Emblem's Chronic Absenteeism fell within Yellow: Students with Disabilities and Hispanic

School and Student Performance Data

Academic Engagement
Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

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

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

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

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018

Conclusions based on this data:

1.
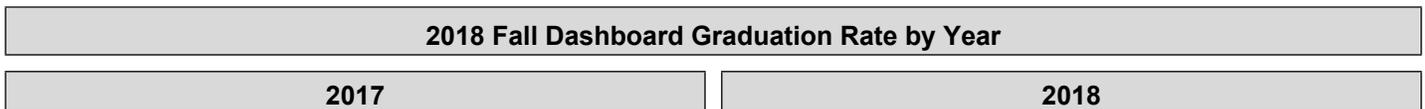
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	8
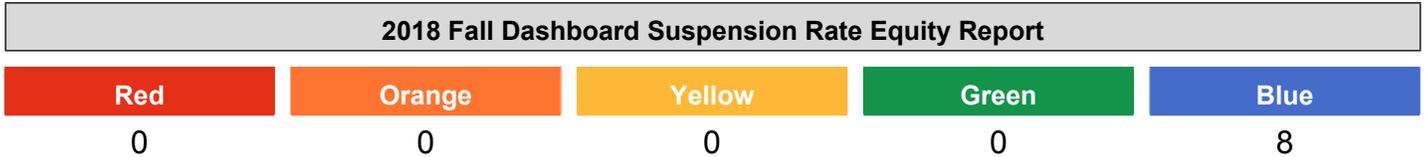
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.5%	Maintained 0%	4 students
855 students	83 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed for Privacy	0% suspended at least once	0% suspended at least once
9 students	Declined -2.2%	Declined -0.7%
	145 students	143 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Blue	No Performance Color	Blue	Blue
0% suspended at least once	Less than 11 Students - Data 1 students	0% suspended at least once	0% suspended at least once
Maintained 0%		Maintained 0%	Maintained 0%
52 students		84 students	81 students

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Blue
0% suspended at least once	0% suspended at least once	Less than 11 Students - Data 5 students	0% suspended at least once
Declined -1.2%	Maintained 0%		Declined -0.3%
217 students	29 students		386 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.1% suspended at least once	0.5% suspended at least once	0% suspended at least once

Conclusions based on this data:

1. Emblem's Conditions & Climate Suspension Rate fell within the performance level of "Blue" in all categories.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Increase Student Achievement

Goal Statement

Increase student achievement in:
1. English Language Arts and Math
* ELA
Goal: Improve overall ELA CAASPP score by 2% (from 70.2% to 72.2% Met or Exceeded) as measured by 18-19 data.

* Math
Goal: Improve overall Math CAASPP score by 2% (from 63.13% to 65.13% Met or Exceeded) as measured by 18-19 data.

2. English Language Development
Goal RFEP: Increase percentage of students who reclassify by 2% (from 8.2% to 10.2%) as measured by 18-19 data.

3. Science
Goal: All teachers will begin to implement NGSS aligned standards using State approved curriculum and STEMscopes as a supplement. All teachers will participate in District Professional Development. Assessment - Baseline assessment year for CAST - 2018-19.

4. Physical Fitness
Goal: Continue to provide 200 minutes of PE instruction every 10 days. Purchase PE equipment and curriculum as needed. 62.2% of fifth grade students met the HFZ for Trunk Extension as measured by Spring 2018 data. District average is 90.6%. Goal is to increase the number of students by 2% meeting the Trunk Extension standard (64.2%)

5. Visual And Performing Arts (VAPA)
Goal: All students will continue to receive arts instruction as measured by teacher lesson plans. Teachers to participate in District VAPA professional development opportunities.
Emblem students to receive at least six specialized art classes from an art specialist.

6. Technology
Goal: 100% participation in District typing program (grades 1-6); 100% participation in Dream Box (Gr. K-6 - GED);100% participation in Scholastic Reading Inventory (SRI; grades 1-6 - GED).

7. Social Studies
Goal: All Students will be instructed using the California social studies standards. All teachers will have access to California Streaming (CalSnap).

8. Students with IEPs
Goal: Students will make progress toward annual IEP goals. Progress reports will be shared with parents three times per year and IEP meetings will be held annually to discuss achievement of current goals and the development of new IEP goals.
Students who participate in CAASPP ELA and Math will increase by 2%

9. Gifted And Talented Education Education (GATE) Students
Goal: Provide universal GATE screening for all third grade student and other students by parent/teacher request. Parent surveys will demonstrate a 90% or greater satisfaction with the level of differentiated instruction the students receive.

10. Unduplicated Count - Socio Economically Disadvantaged and/or Foster Youth
Goal: Provide RTI and support for unduplicated count students who perform near or below standard as measured by CAASPP.
Students who participate in CAASPP ELA and Math will increase by 2%

LCAP Goal

Increase Student Achievement

Basis for this Goal

1. English Language Arts and Math
* ELA CAASPP:
Results: 2016-2017 - 74.24% Exceeded or Met standard
2017-2018 - 70.2% Exceeded or Met standard

* Math CAASPP
Results: 2016-2017 = 66.14% Exceeded or Met standard
2017-2018 = 63.13% Exceeded or Met standard

2. English Language Development
* All Initial and current English Language Learners will be assessed using the ELPAC test
* All English Language Learners will be assessed using the ADEPT test two times per year
ELPAC for California Results:
* Level 4 (Well-Developed) 64%
* Level 3 (Moderately Developed) 28%
* Level 2 (Somewhat Developed) 2.7%
* Level 1 (Beginning Stage) 5.3

3. Science
* All students in grade 5 will be assessed using the CAST (Baseline Assessment 2018-19)
* Publisher and teacher made science assessments
* Teacher created assessments for STEMinars

4. Physical Fitness
* All students in grade 5 will be assessed using the state physical fitness test (Fitness Gram)
* 200 minutes of physical education every 10 days - Teacher Lesson Plans

5. Visual And Performing Arts (VAPA)
* Continue to provide Kennedy Arts Center designed lessons to student
* All students will participate in at least six structured art lessons taught by an art teacher

6. Technology
* District typing program tracking data
* Teachers to give Scholastic SRI to determine student Lexile reading level
* Ipad purchase (PTA 7000)

7. Social Studies
* Publisher and teacher made assessments

8. Students with IEPs
* Progress reports/IEP meetings reflecting the IEP goals
* 17-18 CAASPP ELA = 3 points Below Standard
* 17-18 CAASPP Math = 13 points Below Standard

9. Gifted And Talented Education Education (GATE) Students
* 17-18 GATE Parent Satisfaction = 89%

10. RTI and Support for Unduplicated Count - Socio Economically Disadvantaged and/or Foster Youth
Results:
*17-18 CAASPP ELA = 19.5 points Above Standard

*17-18 CAASPP Math = 2.2 points Above Standard

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA	17-18 score of 70.2% Exceeded or Met	Increase by 2% to 72.2% Exceeded or Met
CAASPP Math	17-18 score of 63.13% Exceeded or Met	Increase by 2% to 65.13% Exceeded or Met
EL Redesignation Rate	17-18 score of 8.2%	Increase by 2% to 10.2% Reclassification Rate
CAST Science	CAST 18-19 score	Baseline Score
Fitness Gram - California Physical Fitness Test	17-18 Trunk Extension = 62.2%	Increase by 2% to 64.2% Met Standard
Kennedy Arts Lessons/Specialized Art Class	Students receive Kennedy Arts lessons and six specialized art lessons	Continue with students receiving Kennedy Arts lessons and six specialized art lessons
Technology Usage	17-18 District Typing Usage = Base Line Data 17-18 Dream Box Usage = Base Line Data 17-18 Scholastic Reading Counts Usage =	18-19 District Typing Usage = 18-19 data 18-19 Dream Box Usage = 18-19 Data 18-19 Scholastic Reading Counts Usage =
Social Studies Materials	17-18 Students with Standards Based Materials 100%	18-19 Students with Standards Based Materials = 100%
Students with IEPs	17-18 CAASPP ELA = 3 points Below Standard 17-18 CAASPP Math = 13 points Below Standard	18-19 CAASPP ELA: Increase by 2% = 2.4 points Below Standard 18-19 CAASPP Math: Increase by 2% = 12.8 points Below Standard
GATE Parent Satisfaction	17-18 GATE Parent Satisfaction = 89%	18-19 GATE parent surveys will demonstrate 90% or greater satisfaction with the level of differentiated instruction students receive
CAASPP ELA & Math - Unduplicated Count - Socio Economically Disadvantaged and/or Foster Youth	17-18 CAASPP ELA = 19.5 points Above Standard 17-18 CAASPP Math = 2.2 points Above Standard	18-19 CAASPP ELA: Increase by 2% = 19.89 points Above Standard 18-19 CAASPP Math: Increase by 2% = 2.24 points Above Standard

Planned Strategies/Activities

Strategy/Activity 1

English Language Arts (ELA) & Mathematics

Continue implementation of Common Core Standards

Use of research based instructional strategies

Conduct one Learning Walk/teacher

Collaborative Instructional Planning (CIP)
* Plan Common Core State Standards (CCSS) Lessons
* Design Lessons to promote rigor, depth and complexity and higher DOK levels of learning
* Develop common assessments within grade levels

Other Strategies:
* Incorporate the math "Thinking Smarter" to develop Communication & Reasoning skills on a daily/weekly basis
* Utilize IABs to support students in:
* Subject matter content presented in the CAASPP format
* Testing strategies
* Testing structures (i.e. using embedded accommodations)
* CORE
* 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

Assessments:
* Pre and post test using:
* District Benchmarks
* Teacher created assessments
* Publisher created assessments
* IABs
* Scholastic Reading Counts quizzes/points
* Common grade level performance-based assessments

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

RTI:
* Small group targeted intervention
* Flex RTI (short periods of focused intervention based on grade level common assessments
* Purchase materials and supplies to support intervention focus
* Purchase technology for targeted intervention
* Support from Instructional Assistant to bridge achievement gap
* Certificated Extra Duty Extra Pay

Other:
* District Purchased: Reading Counts, Unique, Wonders ELA Curriculum, On-going professional development
* PTA Purchased: StarFall, BrainPop, BrainPop Jr., Dream Box
* School Program Purchases: Dream Box, Moby Max, Read Naturally Live, Great Leaps, Wonder Works, Read Works (Digital), Digital Handwriting Without Tears
* Use of substitute teachers to allow classroom teachers to attend SST, 504, and IEP meetings.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 School Year

Person(s) Responsible

* Administration
* Certificated Staff
* Classified Staff
* Parent Community

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified
Description	District funded professional development for ELA and math
Amount	37965
Source	Per Pupil
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies used for instruction.
Amount	2510
Source	Per Pupil
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Used for substitutes for general education teachers to attend IEP meetings, Student Study Teams, 504 meetings and Professional Planning conference, and other meetings as needed. All STRS deductions are included.
Amount	8136
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Assistants used to support Emblem's RTI Program
Amount	969
Source	Local Categorical
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Subscriptions to Dream Box (GATE funds)
Amount	9050
Source	Parent-Teacher Association (PTA)
Budget Reference	None Specified
Description	Subscriptions - Dream Box Math Support (5006), Brian Pop (2550), Starfall (250), Project Lead the Way (750), ProLoQuo2Go (500)
Amount	2999

Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Subscriptions to Dream Box
Amount	690
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Subscription to Read Naturally Live
Amount	5006
Source	Parent-Teacher Association (PTA)
Budget Reference	None Specified
Description	Subscriptions to Dream Box

Strategy/Activity 2

English Language Development

Instruction
* Provide systematic ELD lessons for all ELs during school-wide, 30-minute block
* Classroom placement - cluster students in classrooms by EL levels
* Use EL Achieve materials for Designated and Integrated EL Instruction
* Use ELD standards to plan instruction
* Incorporate research based strategies that support EL learners (i.e. modeling, SDAIE techniques, total-physical response, graphic organizers, front-loading)
* Use sentence frames, visual aides, and realia
* Provide authentic speaking opportunities
* Utilize Constructing Meaning strategies

Professional Development
* Use District ELD Coaches and ELD TOSA for professional development.
* Train staff on Constructing Meaning strategies

Instructional Assistant
* Provide small group support (RTI)

Assessments to monitor progress
* CAASPP ELA
* ADEPT
* ELPAC
* Teacher created assessments
* EL Achieve assessments to modify instruction as needed

Purchase Materials and Supplies
* Systematic ELD kits and other resources to support EL learners

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 babysitting during meetings
* Offer translation as needed
* Provide snacks for parents and children
* Provide overview of community and school resources
* Public library cards
* After school enrichment

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

2019-2020 School Year

Person(s) Responsible

* Administration
* Certificated Staff
* Classified Staff
* Parent Community

Proposed Expenditures for this Strategy/Activity

Amount	4011
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	* Materials and supplies * CCSS Support Materials * Technology resources * See supplies for Reading and Math
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	* Instructional Aide (*See RTI Instructional Assistants)
Amount	920
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	*Certificated Substitute Costs
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	*ELAC meetings *Copy Costs *Food (*See above budget amount)

Strategy/Activity 3

Science

Next Generation Science Standards (NGSS)
* Purchase STEMscopes

Professional Development
* District professional development (NGSS Steering Committee and Coaches
* STEMScopes (on-gong)
* 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)
* Plan NGSS Lessons (Using the 5E model)
* Design Lessons to promote higher DOK levels
* Design activities that include rigor and complexity
* Develop pacing guides
* Teacher-created assessments

Integration of ESTEEM
* STEMinars
* Parent Nights (NASA BEST Program)
* Environmental Education Initiative (EEI)
* Engineering is Elementary (EIE)
* Project Lead The Way (PLTW)
* Flight Suit (NASA) Fridays
* Assemblies
* After School Enrichment
* School Gardens
* Ever-Fi
* Emblem Emporium (Engineering Design Process to Develop Product)
* Junior Achievement

Other Curriculum Integration
* Music (Through class plays and performances)
* In Class Field Trips (Placerita Nature Center, Captain Carl science)

Resources
* STEAM lab materials and supplies
* California Science Framework

Technology Resources
* Interactive Flat Panel
* Document Cameras
* Tablets
* Video Equipment
* Robotics
* Hand-held Digital Microscope
* Web Camera
* Zerotostem@weebly.com

Partnerships/Grants
* LA Department of Water and Power
* SCEEC (COC)
* Donors Choose

* SCV Education Foundation

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020 School Year

Person(s) Responsible

* Administration * Certificated Staff * Classified Staff * Parent Community * District Personnel

Proposed Expenditures for this Strategy/Activity

Amount	2700
Source	Per Pupil
Budget Reference	4000-4999: Books And Supplies
Description	* STEMscopes - Annual subscription for on-line curriculum

Source	Donations
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	*STEMscopes - Continued Training - Lloyd Martinez (Rep)

Amount	1000
Source	Parent-Teacher Association (PTA)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	*EIE Kits

Amount	750
Source	Parent-Teacher Association (PTA)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Project Lead The Way License Fee

Source	Donations
Budget Reference	None Specified
Description	* LADWP (2750) for misc. budget request * PLTW Materials - PTA * Awards Materials - LADWP & PTA

Source	District Funded
Budget Reference	None Specified
Description	District Professional Development (NGSS)

Amount	50
Source	Parent-Teacher Association (PTA)
Budget Reference	4000-4999: Books And Supplies
Description	NASA BEST Family Night

Amount	18800
Source	Parent-Teacher Association (PTA)
Budget Reference	None Specified
Description	Field Trips (in and out of school)

Amount	7000
Source	Parent-Teacher Association (PTA)
Budget Reference	4000-4999: Books And Supplies
Description	Purchase materials for STEM (i.e. STEMinars)

Amount	750
Source	Per Pupil
Budget Reference	7000-7439: Other Outgo
Description	Attend CSTA Conference

Strategy/Activity 4

Physical Education

Regular exercise
* 200 minutes/10 days
* SPARK curriculum
* Go Noodle

Equipment
* Purchase new equipment that aligns with SPARK curriculum
* Purchase replacement equipment

Emblem Cardio Kids
APEX Fun Run

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020 School Year

Person(s) Responsible

* Certificated Staff
* District Personnel (TOSA)

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	* Materials and supplies

Strategy/Activity 5

Visual and Performing Arts (VAPA)

* Art Instruction through Susan Blake
* Kennedy Arts Training
* Kennedy-trained teachers continue to create lessons and activities integrating VAPA standards and Common Core to be used by all teachers
* Kennedy-trained teachers provide professional development for interested teachers for integrating arts in the classroom
* Dramatic Performances - Grade level performances and CORE Speaking and Listening (i.e. Bad Wolf Press)
* Meet the Masters
* Direct drawing lessons focusing on lines, curves, shapes
* Disciplined Based Art Education (DBAE)
* Fundamentals of Music (notes, vocabulary/language of the discipline terms)
* Implement directed art lessons on video (California Streaming)
* Art Attack
* Art With Joy
* Technical Art (Logic)
* Student Broadcast
* ESTEEM Expo

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020 School Year

Person(s) Responsible

* Administration
* Certificated Staff
* Classified Staff
* Parent Community
* District Personnel

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	4000-4999: Books And Supplies

Description	Drumming for Grade 4

Amount	12500
Source	Parent-Teacher Association (PTA)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	* Contracts - Susan Blake - In house art teacher (6 sessions)

Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional Development (i.e. Kennedy Center Training)

Amount	7000
Source	Parent-Teacher Association (PTA)
Budget Reference	7000-7439: Other Outgo
Description	Purchase broadcasting equipment for "'Ello Emblem" - Student directed morning broadcast

Strategy/Activity 6

Technology

Instruction
* Teachers provide students the opportunity to practice and apply keyboarding skills (keyboarding Without Tears, Google Classroom)
* Teachers integrate technology into lessons and student products
* Purchase materials and supplies to support Project Lead The Way (PLTW) and Engineering in Elementary (EIE)
* Continued implementation of "Handwriting without Tears" Program (Software component for K)

Professional Development
* Train teachers in Project Lead The Way
* Teachers to receive training for new flat panels and Chrome Books

Technology Resources and On-line Resources
* Interactive Flat Panel
* Document Cameras
* Tablets
* Video equipment
* Robotics
* Common Sense Media
* Interland (Google)
* Teacher web sites
* zerotostem@weebly.com

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020 School Year

Person(s) Responsible

* Administration
* Certificated Staff
* Classified Staff
* Parent Community
* District Personnel

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Handwriting Without Tears
Amount	3000
Source	Parent-Teacher Association (PTA)
Budget Reference	4000-4999: Books And Supplies
Description	Project Lead The Way
Amount	12000
Source	Parent-Teacher Association (PTA)
Budget Reference	None Specified
Description	Technology purchase

Strategy/Activity 7

Social Studies

Professional Development
On-going professional development offered by SUSD or outside agency (i.e. LACOE)
On-going professional development at staff meetings

Resources
* Purchase supplies and materials to support learning
* Education and the Environment Initiative (EEI)
* CalSnap
* Music
* Field Trips
* Scholastic News (Digital)
* Grant Writing - Keeping History Alive

Technology Resources
* Interactive Flat Panel
* Individual Chrome Books and/or Computer Lab

Collaborative Instructional Planning (CIP)
* Design Lessons to promote higher DOK levels
* Professional Development - New SS Framework

Assessments:
* Pre and post test
* Teacher created assessments
* Publisher created assessment

* Report Cards

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020 School Year

Person(s) Responsible

* Administration
* Certificated Staff
* Classified Staff
* Parent Community

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	* Materials and supplies
Source	None Specified
Description	On-going professional development provided to staff and administration. Emblem has one teacher who attended the Williamsburg Academy. She has been trained on the new California Framework. Teachers may attend professional development offered by SUSD, at staff meetings, or invitation to attend an outside agency workshop.

Strategy/Activity 8

Special Education

Professional Development

Planning
* Provide planning time to create lessons

Materials
* Purchase materials and supplies- Incorporate Structured Teaching with individual work stations

Student Opportunities
* Circle of Friends
* Peer Buddies
* Community Based Instruction (CBI)

STEM
* Purchase materials to support RAP STEMinars (PTA)

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020 School Year

Person(s) Responsible

* Administration * Certificated Staff * Classified Staff * Parent Community * District Personnel

Proposed Expenditures for this Strategy/Activity

Source	Per Pupil
Budget Reference	4000-4999: Books And Supplies
Description	* Materials and supplies * Technology resources (See Supplies and Materials account from ELA and Math)

Strategy/Activity 9

Gifted and Talented Education (GATE) GATE Identification * Provide universal GATE screening for all 3rd grade students as well as other students by parent or teacher request GATE Strategies * Teachers continue to implement differentiated instruction using depth and complexity icons * Dream Box to extend math learning * Living Museum a social studies extension * Toastmasters extension project * Participation in ESTEEM Expo * Teachers attend GATE workshops * CORE - Grade 5-6 school newspaper project * Full STEAM Ahead - Lunch GATE Group with authentic student project presentations Materials and Supplies * Purchase materials and supplies to support differentiated instruction in the classroom Parent Education * Purchase materials and supplies to support parent education GATE parent meeting * Family Evening Activity (Living Museum) * Food

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

* Emblem Staff

* District Personnel

Proposed Expenditures for this Strategy/Activity

Amount	51
Source	Local Categorical
Budget Reference	4000-4999: Books And Supplies
Description	* Materials and Supplies (GATE) * Food for GATE Parent Evenings

Amount	920
Source	Local Categorical
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	* Certificated Substitute Teacher (GATE)

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Purposeful student, teacher, and parent engagement

Goal Statement

1. Parent Involvement
* Increase parent involvement
* Continue meaningful communication with all stakeholders
* Continue to seek parent input in decision making

2. Pupil Engagement
* Decrease Chronic Absenteeism Rate to 4% (17-18 Rate = 5%)
* Maintain 17-18 Suspension Rate = 0
* Increase Attendance Rate to 97%
* Decrease Truancy Rate by 2%

3. School Climate
* Increase student and teacher sense of safety and school connectedness (Baseline Data)
* Continue to maintain less than 0.4% suspension rate for the 2018-2019 school year (District average)
* Continue to maintain 0.0 expulsions for the 2017-2018 school year (District average)

LCAP Goal

Increase meaningful and purposeful student and parent engagement

Basis for this Goal

1. Parent Involvement (Include Parent Engagement opportunities)
* Parent responses on Site Council Parent Survey
* Parent attendance at Site Council Meetings
* Parent attendance at PTA Meetings
* Parent attendance at school events (i.e. Fall Festival, Family Nights, Special events)
* Parent attendance at ELAC meetings and ELD Family Nights
* Parent attendance at GATE Meetings
* PTA volunteer minutes
* Parent attendance at Parent Conferences

2. Pupil Engagement
* Data Analysis
* Student Chronic Absenteeism Rate = 5%
* 16-17 Attendance Rate = 96.7%
* 17-18 Attendance Rate = 96.4%
* 15-16 >18 Excused Absences = 36
* 16-17 >18 Excused Absences = 28
* 17-18 >18 Excused Absences = 22
* 15-16 Students with >10% Chronic Excused Absences = (5.1%)
* 16-17 Students with >10% Chronic Excused Absences = (3.8%)
* 17-18 Students with >10% Chronic Excused Absences = (2.6%)
* 15-16 Suspension Rate = 1 student
* 16-17 Suspension Rate = 3 students
* 17-18 Suspension Rate = 0 students
* 15-16 Population Truant = 16.7%
* 16-17 Population Truant = 14.0%

* 17-18 Population Truant = 18.0%

3. School Climate
* Student Information System
* Responses on Site Council Survey
* Responses on Teacher Survey
* Responses on Student Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Chronic Absenteeism Rate	2017-18 = 5%	Decrease to 4%
Attendance Rate	2017-18 = 96.4%	Increase to 97%
>18 Excused Absences	2017-18 = 22	Decrease to 20
Students with >10% Chronic Excused Absences	2017-18 = 2.6%	Decrease to 2.0%
Student Suspension Rate	2017-18 = 0	Maintain at 0%
Truancy Rate	17-18 = 18%	Decrease to 16%

Planned Strategies/Activities

Strategy/Activity 1

Parent Involvement

Schedule and conduct parent meetings:
* Regional Autism Program
* GATE
* ELAC (provide childcare and snacks)
* Site Council
* PTA
* Food at parent meetings

Provide Translation
*Parent conferences
*ELAC meetings
*IEP Meetings
*SST Meetings
*504s

ESTEEM:
* Continue to work with PTA to align Family Nights with Emblem's ESTEEM focus
* Inform parents of STEM related events through weekly newsletter
* STEMinar Open House
* ESTEEM Expo
* BEST Family Night
* Emblem Emporium
* STEMinar Open House

Regional Autism Program:
** RAP Parent meetings
* Accommodations for entry to school functions

Other Parent Opportunities:

* Volunteerism
* Open House
* Back To School Night
* Volunteer Recognition Tea (**PTA and Staff sponsored)
* Mother/Son & Father/Daughter Events
* Grade Level Performances
* Junior Achievement
* Fall Festival
* Award Assemblies
* Restaurant Nights
* Family Night (Winter and Spring)
* Cardio Kids
** Reflections
** Career Day
** Patriot Day
** Back to School Breakfast
** Parent Education (Social Media, Community Resource Fair) PTA 5000
** Book Fair
** Art Night
(** PTA Sponsored)

School/Teacher Communication:
* Tuesday Folders
* School Newsletter - Eagle Flyer
* Constant Contact/Infinite Campus/Parent Square/Twitter
* Classroom Newsletters/Emails
* Class Websites
* Shutterfly (Room Parents)

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020 School Year

Person(s) Responsible

* Administration
* Certificated Staff
* Classified Staff
* Parent Community (i.e. PTA)

Proposed Expenditures for this Strategy/Activity

Amount	150
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	Food at ELAC Parent Meetings (See Materials and Supplies Goal 1)
Amount	1000
Source	Parent-Teacher Association (PTA)
Budget Reference	None Specified

Description	**Food at Parent Engagement Opportunities

Strategy/Activity 2

Pupil Engagement

Provide Reminders
* Monday Flag Ceremony
* "Ello Emblem" (Morning Broadcast)
* School newsletter about tardies and regular attendance
* Notify parents regularly of student attendance
* ELAC Meetings
* PTA Meetings
* Site Council Meetings

Attendance Meetings
* SART
* SARB

Incentives
* Monthly "Class Competition" with winner announced at the Monday Flag Ceremony or on the Broadcast
* Each student to track attendance on a weekly basis. Incentives given if class can meet the weekly goal.
* Awards and certificates

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020 School Year

Person(s) Responsible

* Administration
* Certificated Staff
* Classified Staff
* Parent Community

Proposed Expenditures for this Strategy/Activity

Amount	150
Source	Per Pupil
Budget Reference	4000-4999: Books And Supplies
Description	Awards/Certificates
Source	Parent-Teacher Association (PTA)
Budget Reference	None Specified
Description	Broadcast Equipment *See VAPA Budget in Goal 1

Strategy/Activity 3

School Climate

Implement school-wide Character Counts programs
* Impact Gold Tickets
* Student of the Month
*PBIS materials
* Monthly Pillar Focus

Assemblies
* Promote character building
* Promote anti-bullying education
* Monday Flag Ceremonies
* Autism awareness

Special Programs
* Circle of Friends
* Positive Behavior Intervention and Supports (PBIS)
*Caring Schools Community

Other
* Student Council & Spirit Events
* Class Buddies
* Classroom Meetings
* Student Developed School Newspaper

Safety
* Emergency Safety Supplies
* Provide Traffic Control Officer to improve traffic flow during arrival and dismissal times
* Raptor
* Automatic Door Locks
* Student Valet
* Single Point Entry

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-2020 School Year

Person(s) Responsible

* Administration
* Certificated Staff
* Classified Staff
* Parent Community

Proposed Expenditures for this Strategy/Activity

Source	Per Pupil
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies (Certificates, awards, etc.) * See Materials and Supplies Per Pupil in Goal 1
Amount	2523
Source	Per Pupil

Budget Reference	4000-4999: Books And Supplies
Description	Emergency Safety Supplies
Amount	2000
Source	Parent-Teacher Association (PTA)
Budget Reference	None Specified
Description	Circle of Friends

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Increase student achievement in:

1. English Language Arts and Math

 * ELA

- Goal 2018-2019: Achieve the State Academic Indicator of "Blue" (See State Academic Indicator Chart)

To reach "Blue" Performance Level: *Must maintain the status (left side) of 45 or more points above the average lowest Level 3 score AND "maintained- declined/increased by 3"

OR

*"increased- by 3 to 14 points"

OR

"increased significantly by 15 points or more"

* Math

- Goal 2018-2019: Achieve the State Academic Indicator of "Blue" (See State Academic Indicator Chart)

To reach "Blue" Performance Level: *Stay at "high" (left side) AND "Increased Significantly by 15 points or more"

OR

*Increase to "very high" (left side) AND "Maintained"

OR "Increased Significantly"

2. English Language Development

 Goal RFEP: 6% of English Language Learners will be reclassified from LEP to RFEP

3. Science

 Goal: All teachers will begin to implement NGSS aligned standards using State approved curriculum and STEMscopes as a supplement

4. Physical Fitness

 Goal:55% of our students will meet "Upper Body Strength" standard (2017 = 52.8%)

5. Visual And Performing Arts (VAPA)

 Goal: All students will continue to receive increased arts instruction as measured by teacher lesson plans

6. Technology

 Goal: 100% participation in Typing Club (grades 1-6); Scholastic Reading Inventory (SRI; grades 1-6); Increase teacher use of technologically interactive and collaborative teaching based on observation

7. Social Studies

Goal: Students will master all expected California social studies standards as demonstrated by first and second reporting period report card scores

All teachers will have access to CalSnap

8. Special Education Students

Goal: Students will meet IEP goals based on Common Core standards as measured by annual IEP reports

9. Gifted And Talented Education Education (GATE) Students

Goal: Parent surveys will demonstrate an 80% satisfaction with the level of differentiated instruction the students receive

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA	Maintain status or decrease by no more than three points	Decrease of 6.2 Points
CAASPP Math	Increased Significantly by 15 points or more	Decrease of 4.1 Points
ELD Reclassification	6% of English Language Learners will be reclassified from LEP to RFEP	8.2% of English Language Learners will be reclassified from LEP to RFEP
Science	100% of teachers to implement NGSS standards	100% of teachers to implement NGSS standards
PE	55% of our students will meet "Upper Body Strength" standard (2017 = 52.8%)	73.5% of our students will meet "Upper Body Strength" standard
VAPA	All students will continue to receive increased arts instruction	All students attended art classes taught by Susan Blake. Students continued to receive classroom arts instruction (CORE Play, Art Attack).
Technology	100% participation in District typing program	Teachers continue to assign class work and home work for Typing Club
Social Studies	Students will master all expected California social studies	Students received Standards Based instruction in Social Studies
Special Education Students	Students will work toward IEP goals based on Common Core standards as measured by annual IEP reports	Students received instruction based on IEP goals. Goals were reviewed at IEP meetings.
Gifted And Talented Education Education (GATE) Students	Parent surveys will demonstrate an 80% satisfaction with the level of differentiated instruction the students receive	Parent surveys will demonstrate an 89% satisfaction with the level of differentiated instruction the students receive

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
English Language Arts (ELA) & Mathematics	Teachers continue to teach standards based lessons in ELA and math. For initial procedural lessons many use the	*District funded professional development None	*District funded professional development None

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to implementation of Common Core Standards Use of FAST Framework lesson design Conduct one Learning Walk/teacher Collaborative Instructional Planning (CIP) * Plan Common Core State Standards (CCSS) Lessons * Design Lessons to promote higher DOK * Design activities that include rigor and complexity * Develop pacing guides * Teacher-created assessments Other Strategies: * Incorporate the math "Thinking Smarter" to develop Communication & Reasoning skills on a daily/weekly basis * Utilize IABs to support students in: * Subject matter content presented in the CAASPP format * Testing strategies * Testing structures (i.e. using embedded accommodations) * Clearly defined steps for guided and independent practice for Procedural Lessons * Use of manipulatives, graphic organizers, and visual aides to support student learning (Declarative Lessons) * Schedule to maximize OWL time * Use of technology (Flat Panels, document cameras, etc.) to promote	components of the FAST Framework. Teachers were provided the opportunity to participate in a grade-level learning walk. Teachers selected the focus of their learning walk and discussed and reflected on effective instructional practices Teachers were also provided three full-day collegial planning days to plan lessons and look at assessments. Every Wednesday is a shortened school day in order to give teachers additional planning time. Teachers were encouraged to use the "Thinking Smarter" questions from their math curriculum. They also gave at least four IABs which were directed by the District. Teachers use a variety of teaching strategies when teaching lessons. These strategies promote high student engagement. Some of these strategies include: *Modeling *Gradual release *Closure *Independent practice *Checking for understanding - use of floppy white boards *Providing a clear objective *Student pair share opportunities *Management by walking around *Use of visuals (i.e. anchor charts)	Specified District Funded	Specified District Funded
		*Materials and supplies 4000-4999: Books And Supplies Per Pupil 37233	*Materials and supplies 4000-4999: Books And Supplies Per Pupil 40655
		*Certificated Substitutes 1000-1999: Certificated Personnel Salaries Per Pupil 1500	*Certificated Substitutes 1000-1999: Certificated Personnel Salaries Per Pupil 2270
		*Hourly Teacher/Extra Duty 1000-1999: Certificated Personnel Salaries Per Pupil 320	*Hourly Teacher/Extra Duty 1000-1999: Certificated Personnel Salaries Per Pupil 0
		*RTI Materials and Supplies 4000-4999: Books And Supplies LCFF - Supplemental 400	*RTI Materials and Supplies 4000-4999: Books And Supplies LCFF - Supplemental 4011
		*RTI Instructional Assistant 2000-2999: Classified Personnel Salaries LCFF - Supplemental 5000	*RTI Instructional Assistant 2000-2999: Classified Personnel Salaries LCFF - Supplemental 7494
		Dream Box 7000-7439: Other Outgo Per Pupil 4075	Dream Box 7000-7439: Other Outgo Per Pupil 0
		Dream Box 7000-7439: Other Outgo LCFF - Supplemental 3000	Dream Box 7000-7439: Other Outgo LCFF - Supplemental 3000
		Contracts - Copy Costs 5000-5999: Services And Other Operating Expenditures Per Pupil 17000	Contracts - Copy Costs 5000-5999: Services And Other Operating Expenditures Per Pupil 16470
		Copy Costs 5000-5999: Services And Other Operating Expenditures Per Pupil 2738	Copy Costs 5000-5999: Services And Other Operating Expenditures Per Pupil 3004

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
student engagement and interaction * Depth and Complexity Icons * Differentiated instruction Assessments: * Pre and post test using: * District Benchmarks * Teacher created assessments * Publisher created assessments * IABs * Scholastic Reading Counts Quizzes/points * Common grade level performance-based assessments 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 * Engineering is Elementary (EIE) * Project Lead The Way (PLTW) * Environmental Education Initiative (EEI) RTI: * Small group targeted intervention * Purchase materials and supplies to support intervention focus * Purchase technology for targeted intervention * Support from Instructional Assistant to bridge achievement gap	*Kinesthetic/TPR opportunities *Integration of technology (chrome books, IFP) *Use of graphic organizers *Behavior management routines and procedures (i.e. whole brain techniques) *Positive reinforcement (Class Dojo) *Differentiated instruction Assessments vary by teacher. However some include: * District Benchmarks * Teacher created assessments * Publisher created assessments * IABs * Scholastic Reading Counts Quizzes/points * Common grade level performance-based assessments Teacher provide numerous opportunities for STEM related curriculum and activities. Some of these include: *STEMinars *Gardening (Gr. K and 3) *Flight Suit Friday *Integration of STEMscopes *Engineering is Elementary (EIE) *Project Lead The Way (PLTW) *Environmental Education Initiative (EEI) RTI is provided at each grade level. RTI is supported by instructional assistants in various ways. This year we piloted Read Naturally Live. We found this to be more manageable than		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
* Extra Duty Extra Pay (Teachers) Other: * Ready Common Core * StarFall * BrainPop * BrainPop Jr. * Unique * Dream Box * Moby Max * Read Naturally * Great Leaps * Wonder Works *Read Works (Digital) * Digital Handwriting Without Tears	the traditional Read Naturally. We would like to use this program next year. We also supported fluency through Great Leaps and Moby Max (gr. 1). We would like to continue to bolster our RTI program by maximizing the use of our CORE structured time. We found that our current use of instructional assistants may not be the most effective. We hope to make some changes next year to maximize those services. Teachers used and would like to continue to use the following programs: * StarFall * BrainPop * BrainPop Jr. * Unique * Dream Box * Moby Max * Read Naturally * Great Leaps * Wonder Works *Read Works (Digital) * Digital Handwriting Without Tears Ready Common Core is no longer needed with the adoption of a new ELA program		
English Language Development Instruction * Provide systematic ELD lessons for all ELs during school-wide, 30-minute block * Teach using Direct Instruction for new learning *Place students in classrooms by EL level	Emblem provides systematic ELD lessons for all ELs during "CORE" - school-wide, 30-minute block. During the 30 minutes, EO students receive speaking and listening instruction while the EL's receive their designated EL instruction using EL Achieve materials. Instructional strategies include	* Materials and supplies * CCSS Support Materials * Technology resources 4000-4999: Books And Supplies LCFF - Supplemental 1092	* Materials and supplies * CCSS Support Materials * Technology resources 4000-4999: Books And Supplies LCFF - Supplemental 0
		* Hourly Teacher/Extra Duty 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 250	* Hourly Teacher/Extra Duty 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
* Use EL Achieve materials for Designated and Integrated EL Instruction * Use new ELD standards to plan instruction * Incorporate research based strategies that support EL learners (i.e. modeling, SDAIE techniques, total-physical response, graphic organizers, front-loading) * Use sentence frames, visual aides, and realia * Provide authentic speaking opportunities * Utilize Constructing Meaning strategies * Incorporate "New Comer" curriculum for non-English speaker Professional Development * Use District ELD Coaches and ELD TOSA for professional development. * Train staff on Constructing Meaning strategies Instructional Assistant * Provide small group support Assessments to monitor progress * CAASPP ELA * ADEPT * ELPAC * Teacher created assessments * EL Achieve assessments to modify instruction as needed Purchase Materials and Supplies * Systematic ELD kits and other resources to support EL learners * Translators as needed	Constructing Meaning strategies, use of sentence frames, visual aides, realia, modeling, SDAIE techniques, total-physical response, graphic organizers, and front-loading. Instructional Assistants are used to help provide small group support. When determining classroom placements in late May, special attention is given to cluster EL students by their EL proficiency levels. Teachers access professional development from District ELD Coaches. Emblem is fortunate to have current and past ELD coaches on campus to provide support. Emblem uses the following assessments to monitor progress: CAASPP ELA, ADEPT, ELPAC, teacher created assessments, and EL Achieve assessments. Emblem is still having difficulty attracting parents to ELAC meetings (four meetings were held during the school year). The most attended meeting was when students received reclassification awards. Meeting topics included: parent education topics, basic overview of Systematic ELD program, legality of EL program, how teachers assist EL learners with understanding content areas, overview of	* Instructional Aide (**See RTI funding) 2000-2999: Classified Personnel Salaries LCFF - Supplemental 500 *Certificated Substitute Costs 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000 * ELAC meetings * Copy Costs * Food 7000-7439: Other Outgo LCFF - Supplemental 250	* Instructional Aide (**See RTI funding) 2000-2999: Classified Personnel Salaries LCFF - Supplemental *Certificated Substitute Costs 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 7494 * ELAC meetings * Copy Costs * Food 7000-7439: Other Outgo LCFF - Supplemental 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Improve Parent Participation * 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 babysitting during meetings * Provide translation at meetings * Provide snacks for parents and children * Provide overview of community and school resources * Public library cards * After school enrichment EL Parent Nights Include: * Family Stories * Games * Reading opportunities * Crafts * Food	Common Core standards, technology resources, community and school resources (public library and after school enrichment). A PTA representative was invited to each meeting to discuss school activities. Translation was provided as well as babysitting at each meeting. Snacks were also provided.		
Science Next Generation Science Standards (NGSS) * STEMscopes * STEMcoach Professional Development * Train Emblem Teachers in STEMScopes * NGSS Implementation (Using the 5E model) * Attend STEM Symposium * NASA Presentations * Extra Duty Extra Pay	Emblem teachers continued to implement Next Generation Science Standards (NGSS). Use of STEMscopes over the past five years has provided Emblem teachers with a curriculum aligned with NGSS. Emblem teachers participated in three District directed professional development opportunities. For two of the three sessions	* STEMscopes - Annual subscription for on-line curriculum 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 2700	* STEMscopes - Annual subscription for on-line curriculum 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 5674
		*STEMscopes - Continued Training - Lloyd Martinez (Rep) 5800: Professional/Consulting Services And Operating Expenditures In Kind 0	*STEMscopes - Continued Training - Lloyd Martinez (Rep) 5800: Professional/Consulting Services And Operating Expenditures In Kind 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
* CSTA Conference * CAST Workshops/webinars Collaborative Instructional Planning (CIP) * Plan NGSS Lessons (Using the 5E model) * Design Lessons to promote higher DOK levels * Design activities that include rigor and complexity * Develop pacing guides * Teacher-created assessments Integration of ESTEEM * STEMinars * NASA BEST Program * Environmental Education Initiative (EEI) * Engineering is Elementary (EIE) * Project Lead The Way (PLTW) * Flight Suit (NASA) Fridays * Assemblies * Parent Nights * After School Enrichment * School Gardens * Ever-Fi *Emblem Emporium (Engineering Design Process to Develop Product) Other Curriculum Integration * Music (Through class plays and performances) * In Class Field Trips (Placerita Nature Center, Captain Carl science) Resources * STEAM lab materials and supplies * California Science Framework Technology Resources	Emblem teachers joined Bridgeport teachers. Emblem is fortunate to have three teachers serve on the District NGSS Steering committee. They have provided additional training at staff meetings for the Emblem staff. The principal and two of Emblem's teachers were presenters at the CSTA Conference. Emblem has one teacher who is a NASA Master Teacher and another teacher who is a Master Gardner. Their expertise has been valuable in bringing science to life at Emblem. Collaborative Instructional Planning (CIP) time has been provided to plan NGSS Lessons (using the 5E model). Staff Integrates ESTEEM (school focus) through: STEMinars, NASA BEST Program, Environmental Education Initiative (EEI), Engineering is Elementary (EIE), Project Lead The Way (PLTW), Flight Suit (NASA) Fridays, assemblies, parent nights, after school enrichment, school gardens, Ever-Fi, Emblem Emporium (Engineering Design Process to develop products). Other resources that teachers use include: STEAM lab materials and supplies, California Science Framework, Interactive Flat Panel, document cameras,	*EIE Kits 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 1000	*EIE Kits 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA)
		Project Lead The Way License 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 750	Project Lead The Way License 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 750
		College of the Canyons Donations Project Lead The Way None Specified Donations	
		LADWP PLTW Materials Field Trips Awards Materials None Specified Donations 2750	LADWP PLTW Materials Field Trips Awards Materials None Specified Donations 2750
		District Professional Development (NGSS) None Specified District Funded	District Professional Development (NGSS) None Specified District Funded
		NASA BEST Family Night 4000-4999: Books And Supplies Parent-Teacher Association (PTA)	NASA BEST Family Night 4000-4999: Books And Supplies Parent-Teacher Association (PTA)
		Field Trips (in and out of school) None Specified Parent-Teacher Association (PTA)	Field Trips (in and out of school) None Specified Parent-Teacher Association (PTA) 18600

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
* Interactive Flat Panel * Document Cameras * Tablets * Video Equipment * Robotics * Hand-held Digital Microscope * Web Camera * Zerotostem@weebly.com Partnerships/Grants * LA Department of Water and Power * SCEEC (COC) * Donors Choose * SCV Education Foundation	tablets, video equipment, robotics, and microscopes. Emblem's ESTEEM program is highlighted on Zerotostem@weebly.com Emblem has developed partners to support their science/ESTEEM program. These include: LA Department of Water and Power, SCEEC (COC), SCV Education Foundation		
Physical Education Regular exercise * 200 minutes/10 days * SPARK curriculum * Go Noodle Equipment * Purchase new equipment that aligns with SPARK curriculum * Purchase replacement equipment Emblem Cardio Kids APEX Fun Run	Students participated in 200 minutes of PE, including the SPARK curriculum and Go Noodle. Students also participated in classroom challenges, such as doing plank poses in between lessons in the classroom to help target core strength. New equipment aligned with SPARK curriculum was purchased as well as needed replacement equipment. Students who were interested participated in a club called Cardio Kids to work on skills, such as running and other cardio fitness activities. Students who participated in Cardio kids were acknowledged at a Monday Flag Ceremony. For the 2017/18 year, students participated in the APEX Fun Run; for the 2018/ 19 year, students participated in an APEX dance event. Emblem students in the 5th grade participate in	* Materials and supplies 4000-4999: Books And Supplies Per Pupil 500	* Materials and supplies (See Above) 4000-4999: Books And Supplies Per Pupil

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	the California Physical Fitness Test and have excellent scores for aerobic capacity and flexibility. Students continue to struggle with core strength, particularly in the area of trunk extension.		
Visual and Performing Arts (VAPA) * Art Instruction through Susan Blake * Kennedy Arts Training * Kennedy-trained teachers continue to create lessons and activities integrating VAPA standards and Common Core to be used by all teachers * Kennedy-trained teachers provide professional development for interested teachers for integrating arts in the classroom * Dramatic Performances (i.e. Bad Wolf Press) * Meet the Masters * Direct drawing lessons focusing on lines, curves, shapes * Disciplined Based Art Education (DBAE) * Fundamentals of Music (notes, vocabulary/language of the discipline terms) * Implement directed art lessons on video (California Streaming) * Art Attack * Art With Joy * Technical Art (Logic) * ESTEEM Expo	For Visual and Performing Arts (VAPA), students participated in six structured art lessons with Susan Blake. Kennedy-trained teachers continue to create lessons and activities integrating VAPA standards and Common Core to be used by all teachers. Kennedy-trained teachers provide professional development for interested teachers for integrating arts in the classroom. Students participated in Dramatic Performances (i.e. Bad Wolf Press), Meet the Masters, direct drawing lessons focusing on lines, curves, shapes, Disciplined-Based Art Education (DBAE), and Fundamentals of Music (notes, vocabulary/language of the discipline terms). Students also participated in directed art lessons on video (California Streaming), Art Attack, Art With Joy, andTechnical Art (Logic). For family engagement, Susan Blake also did a structured art lesson with families in attendance.	* Materials and supplies (Arts For All Grant) 4000-4999: Books And Supplies Donations 1700	* Materials and supplies (Arts For All Grant) 4000-4999: Books And Supplies Donations
		* Contracts - Susan Blake - In house art teacher (6 sessions) 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 11000	* Contracts - Susan Blake - In house art teacher (6 sessions) 5800: Professional/Consulting Services And Operating Expenditures Parent-Teacher Association (PTA) 12000
		Kennedy Center Training 5800: Professional/Consulting Services And Operating Expenditures District Funded	Kennedy Center Training 5800: Professional/Consulting Services And Operating Expenditures District Funded
Technology Instruction	Teachers provided students the opportunity to practice and apply keyboarding skills (Typing	Handwriting Without Tears 4000-4999: Books	Handwriting Without Tears 4000-4999: Books

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
* Teachers provide students the opportunity to practice and apply keyboarding skills (Typing Club, Google Classroom) * Teachers integrate technology into lessons and student products * Purchase materials and supplies to support Project Lead The Way (PLTW) and Engineering in Elementary (EIE) * Continued implementation of "Handwriting without Tears" Program (Technology component) Professional Development * Train teachers in Project Lead The Way * Teachers to receive training for new flat panels and Chrome Books Technology Resources * Interactive Flat Panel * Document Cameras * Tablets * Video equipment * Robotics * Common Sense Media * Interland (Google) * Teacher web sites	Without Tears, Google Classroom). Teachers integrate technology into lessons and student products. PTA has been very supportive in purchasing materials, supplies, and training to support Project Lead The Way (PLTW) and Engineering in Elementary (EIE). Continued implementation of "Handwriting without Tears" Program (Technology component) has been used to support primary grades. Professional development was offered to train teachers in Project Lead The Way - paid by PTA. District has continued to roll out chrome books to various grade levels. Teachers have attended District training for Chrome Books. Technology resources available to teachers include: Interactive Flat Panel, document cameras, tablets, video equipment, robotics, and Interland (Google). The Library/Media Specialist purchased books and materials to support the Reading Counts program within the library. Chromebook was provided to all students according to the following ratio: 1:1 in grades 5 & 6 1:2 in grades 3 & 4 1:4 in grades 1 & 2	And Supplies Per Pupil 200 Project Lead The Way 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 3000 Ipad purchase None Specified Parent-Teacher Association (PTA) 9000 Broadcast Equipment None Specified Parent-Teacher Association (PTA) 4500	And Supplies Per Pupil 125 Project Lead The Way 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 3000 Ipad purchase None Specified Parent-Teacher Association (PTA) 1000 Broadcast Equipment None Specified Parent-Teacher Association (PTA) 5000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	TOSAs worked with teachers in implementing various technology tools including flat panel, Chromebook, and various resources in the Clever.		
Social Studies Curriculum * Purchase supplies and materials to support learning * Education and the Environment Initiative (EEI) * CalSnap Other Resources * Music * Field Trips * Scholastic News (Digital) * Grant Writing - Keeping History Alive Technology Resources * Interactive Flat Panel * Individual Chrome Books and/or Computer Lab Collaborative Instructional Planning (CIP) * Design Lessons to promote higher DOK levels * Professional Development - New SS Framework Assessments: * Pre and post test * Teacher created assessments * Publisher created assessment * Report Cards	Teachers continue to teach social studies standards using District curriculum. CalSnap provides a technology component that includes a library of videos aligned to the social studies standards. . Other resources to support social studies include field trips, scholastic news (Digital), and grants (i.e. Keeping History Alive) During Collaborative Instructional Planning (CIP) teachers work together to design standards based social studies lessons. * The state rolled out a new social studies framework. Amy Ackley presented the changes in the framework at one staff meeting. We plan to have her present again at a future time. Teachers assess student understanding of social studies using pre and post test, teacher created assessments, and publisher created assessments.	* Materials and supplies 4000-4999: Books And Supplies District Funded	* Materials and supplies 4000-4999: Books And Supplies District Funded
Special Education Professional Development	Teachers have participated in professional development	* Materials and supplies * Technology resources	* Materials and supplies * Technology resources

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Planning * Provide planning time to create lessons Materials * Purchase materials and supplies- Incorporate Structured Teaching with individual work stations Student Opportunities * Circle of Friends * Peer Buddies * Community-Based Instruction (CBI) STEM * Purchase materials to support RAP STEMinars (PTA)	opportunities to help implement strategies and/or curriculum to help with students with IEPs in classrooms. Teachers have been given additional planning time to create lesson and develop new materials for work with students at individualized work stations. Additional supplies and materials have been purchased to further help develop structured teaching opportunities through work systems and work stations. Emblem students (general ed and RAP) have had the opportunity to interact through Circle of Friends and Peer Buddies. RAP students participate in Community-Based Instruction (CBI) Efforts have been made to support RAP STEMinars. PTA has purchased materials, supplies, and technology for this to happen.	*Included with Supplies and Materials account from ELA and Math 4000-4999: Books And Supplies Per Pupil * STEMinar Supplies 4000-4999: Books And Supplies Parent-Teacher Association (PTA)	*Included with Supplies and Materials account from ELA and Math 4000-4999: Books And Supplies Per Pupil * STEMinar Supplies 4000-4999: Books And Supplies Parent-Teacher Association (PTA)
Gifted and Talented Education (GATE) GATE Identification * Provide universal GATE screening for all 3rd grade students as well as other students by parent or teacher request GATE Strategies * Teachers continue to implement differentiated instruction using depth and complexity icons	GATE Identification - Emblem provides universal GATE screening for all 3rd grade students as well as other students by parent or teacher request. GATE Strategies - Teachers continue to implement differentiated instruction using depth and complexity icons. To extend learning opportunities, Emblem has purchased	* Materials and Supplies 4000-4999: Books And Supplies LCFF - Base 426 * Dream Box 7000-7439: Other Outgo LCFF - Base 1000 * Family Evening Activity * Food None Specified LCFF - Base 150 * Certificated Substitute Teacher 1000-1999: Certificated Personnel	* Materials and Supplies (See above) 4000-4999: Books And Supplies LCFF - Base * Dream Box 7000-7439: Other Outgo LCFF - Base 969 * Family Evening Activity * Food None Specified LCFF - Base 0 * Certificated Substitute Teacher 1000-1999: Certificated Personnel

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
* Dream Box to extend math learning * Living Museum a social studies extension * Toastmasters extension project * Participation in ESTEEM Expo * Teachers attend GATE workshops * CORE - Grade 5-6 school newspaper project * Full STEAM Ahead - Lunch GATE Group with authentic student project presentations Materials and Supplies * Purchase materials and supplies to support differentiated instruction in the classroom Parent Education * Purchase materials and supplies to support parent education GATE parent meeting * Family Evening Activity (Living Museum) * Food	Dream Box to extend math learning. GATE students are encouraged to participate in the "Living Museum" activity to extend social studies learning, They are also encouraged to extend their "Toastmasters" speech by creating a power point presentation or model. At the end of the year, GATE students are encouraged to dive into ESTEEM deeper by participating in Emblem's ESTEEM Expo. Materials and Supplies - Emblem purchased materials and supplies to support differentiated instruction in the classroom. Parent Education - Parents were invited to a GATE Potluck. At the evening meeting, teachers shared differentiated instruction strategies. They showed samples of student work as well. Students at the Potluck participated in the Living Museum. They researched a historical figure from the time period that they were studying in social studies.	Salaries LCFF - Base 300	Salaries LCFF - Base 125

Analysis

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

Teachers used research based instructional strategies in order to achieve the articulated goal. Standards based aligned curriculum was used as a resource to teach effective lessons. RTI supported students who needed additional academic support. CORE ELD time provided EL students structured EL instruction 30 minutes each day. Teachers began to implement IABs which align to the CAASPP.

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

Overall, Emblem's CAASPP scores were strong (Green) but declined from the previous year. There are many variables to consider when looking at student achievement in ELA and Math. When analyzing the data, fewer students scored in "Exceeding" in both ELA and Math from 16-17 to 17-18. There was a gain in standards "Not Met" from 16-17 to 17-18. On a positive note, there were large gain for students who were classified as "Lower Socio-Economic."

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

For RTI we purchased of Read Naturally Live. ($600).

Read Naturally Live provides
* An interactive, online reading program. It provides:
* Options to easily differentiate the program to meet individual needs.
* Motivating informational text for reluctant readers, from first grade to adult.
* Extensive, computer-generated reports on student progress.
* Nonfiction reading opportunities as required by Common Core State Standards.
* Spanish translations for stories in early Sequenced levels.

Students...
* Build fluency and motivation by reading short, nonfiction passages.
* Increase reading accuracy and expression with audio support.
* Strengthen comprehension and vocabulary.
* Develop automaticity in decoding (Phonics levels).
* Work independently most of the time.
* Experience success and an improved attitude toward reading.

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.

*Staff felt that Read Naturally Live was much more effective than Read Naturally (paper). Staff plans to continue to use Read Naturally Live
*RTI was effective however, we feel that restructuring instructional Aide supports for RTI can be more effective than what it is now. We plan to consolidate our RTI Instructional Aides. We will reducing the total number of Instructional Aides providing RTI but maintain two with more hours. We expect that the program will be more consistent and effective with fewer IAs providing RTI.
*We will look at restructuring some classes offered during CORE.
*Continue to research programs that will support students in comprehension

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

Student and Parent Engagement

1. Parent Involvement
* Increase parent volunteerism
* Continue meaningful communication with all stakeholders
* Continue to seek parent input in decision making
* Promote parent participation in programs for unduplicated students and special needs subgroups

2. Pupil Engagement
*Goals
* 15-16 Attendance Rate = 96.5%
* 16-17 Attendance Rate = 96.7%
* 17-18 Attendance Rate = 96.4%

* 15-16 >18 Excused Absences = 36
* 16-17 >18 Excused Absences = 28
* 17-18 >18 Excused Absences = 22

* 15-16 Students with >10% Chronic Excused Absences = (5.1%)
* 16-17 Students with >10% Chronic Excused Absences = (3.8%)
* 17-18 Students with >10% Chronic Excused Absences = (2.6%)

* 15-16 Suspension Rate = 1 student
* 16-17 Suspension Rate = 3 students
* 17-18 Suspension Rate = 0 students

3. School Climate
* Increase student and teacher sense of safety and school connectedness (Baseline Data)
* Continue to maintain less than 0.4% suspension rate for the 2017-2018 school year (District average)
* Continue to maintain 0.0 expulsions for the 2016-2017 school year (District average)
* Continue to work with City and District Safety personnel to Improve student safety and traffic flow during arrival and dismissal times.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase parent volunteerism	Increase parent volunteerism (baseline Data from Raptor)	Baseline Data from Raptor (2018-19)
Continue meaningful communication with all stakeholders	Weekly newsletter to parents	Weekly newsletter to parents
Continue to seek parent input in decision making	Standing agenda item for Site Council and ELAC	Standing agenda item for Site Council and ELAC
Attendance Rate	Greater than 96.7%	
Truancy Rate	Less than 28 Excused Absences	
Chronic Excused Absences	Less than 3.8%	
Suspension Rate	Less than 3 students	0 students

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent Involvement Schedule and conduct parent meetings: * Regional Autism Program * GATE * ELAC (provide childcare and snacks) * Site Council * PTA Provide Translation *Parent conferences *ELAC meetings *IEP Meetings *SST Meetings *504s ESTEEM: * Work with PTA to align Family Nights with Emblem's ESTEEM focus *Inform parents of STEM related events through weekly newsletter. * STEMinar Open House * ESTEEM Expo * BEST Nights * Emblem Emporium Regional Autism Program: * RAP Parent meetings Other Parent Opportunities: * Volunteer * Open House * Back To School Night * Reflections * Career Day * Volunteer Tea * Mother/Son Father/Daughter Events * Grade Level Performances * Junior Achievement * STEMinar Open House * Art Night * Fall Festival * Award Assemblies	Parent Involvement: Scheduled meetings included GATE Parent Night with a student "Living Museum" activity. There were over 100 parents and students in attendance. Emblem still lacks attendance at ELAC meetings. We have surveyed parents and they prefer the times that Emblem holds its four meetings. Emblem held nine Site Council Meetings. An agenda item was added to increase parent input. PTA Association meetings were held monthly. Attendance varied at each meeting. Translation was provided at all ELAC meetings and at parent conferences that required parent translation. When organizing parent conferences, translation families are given priority. Translation was also provided at IEP meetings, SST meetings and at 504 meetings as needed. PTA hosted a Beginning Engineering Science and Technology Night. Parents and students worked together on a project to become a "Mission Specialist" In the Newsletter Emblem promoted the STEMinar Open House, ESTEEM Expo, an Emblem Emporium. RAP families were given accommodations to enter		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School/Teacher Communication: * Tuesday Folders * School Newsletter - Eagle Flyer * Constant Contact * Classroom Newsletters/Emails * Class Websites * Student produced school newsletter * Shutterfly (Room Parents)	events early when there was less noise and congestion. Parents had the opportunity to take advantage of many volunteer and engagement opportunities. These included: * Classroom and event volunteer * Open House * Back To School Night * Reflections * Career Day * Volunteer Tea * Mother/Son Father/Daughter Events * Grade Level Performances * Junior Achievement * STEMinar Open House * Art Night * Fall Festival * Award Assemblies Home/school communication is very important. School and teacher communication was promoted through various avenues. These include: * Tuesday Folders * School Newsletter - Eagle Flyer * Constant Contact * Classroom Newsletters/Emails * Class Websites * Student produced school newsletter * Shutterfly (Room Parents)		
Pupil Engagement Provide Reminders * Monday Flag Ceremony * "Ello Emblem" (Morning Broadcast)	Pupil Engagement Student attendance is important. The school provides reminders about attendance during Monday flag ceremonies,		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
* School newsletter about tardies and regular attendance * Notify parents regularly of student attendance * ELAC Meetings * PTA Meetings * Site Council Meetings Attendance Meetings * SART * SARB Incentives * Monthly "Class Competition" with winner announced at the Monday Flag Ceremony or on the Broadcast * Awards Materials * Each student to track attendance on a weekly basis. Incentives given if class can meet the weekly goal.	We also talk about attendance on our student directed morning broadcast. When the District was providing information about weekly attendance we included that in our weekly newsletter to the parents. For parents with students who demonstrate chronic absenteeism, the site administrator will hold a SART meeting with the family to see how the attendance issue can be corrected. We did not implement award incentives. However, we do plan to do this for the 2019-20 school year.		
School Climate Implement school-wide Character Counts programs * Gold Tickets * Student of the Month *PBIS materials * Monthly Pillar Focus Assemblies * Promote character building * Promote anti-bullying education * Monday Flag Ceremonies * Autism awareness Special Programs * Circle of Friends * Positive Behavior Intervention and Supports (PBIS) *Caring Schools Community	Emblem implemented a school-wide Character Counts Program. In conjunction with PBIS strategies Emblem promoted good character through incentives such as Gold Tickets and Student of the Month Awards (based on the character pillar that month). PTA secured an Anti-bullying assembly to reinforce that bullying is not tolerated at Emblem. Character is reinforced during flag ceremonies and on the morning broadcast. During Autism Awareness Month, buddies from the RAP and GED programs walked together to promote autism awareness.	4000-4999: Books And Supplies Per Pupil 250 Emergency Safety Supplies 4000-4999: Books And Supplies Per Pupil 2523 Circle of Friends 4000-4999: Books And Supplies Parent-Teacher Association (PTA)	Materials and Supplies (Awards, etc.) 4000-4999: Books And Supplies Per Pupil 250 Emergency Safety Supplies 4000-4999: Books And Supplies Per Pupil 2523 Circle of Friends 4000-4999: Books And Supplies Parent-Teacher Association (PTA)

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Other * Student Council & Spirit Events * Class Buddies * Classroom Meetings * Student Developed School Newspaper Safety * Emergency Safety Supplies * Provide Traffic Control Officer to improve traffic flow during arrival and dismissal times * Raptor * Automatic Door Locks * Student Valet * Single Point Entry	Programs that were implemented include Circle of Friends and PBIS. Circle of Friends is a weekly program that integrates students in the RAP program with their peers in the GED program. Students participate in activities during lunch. Emblem is in its third year of implementing Positive Behaviors Intervention and Supports. Along with incentives to earn gold tickets and wrist bands teachers provide explicit instruction for expected behaviors across the campus. Using SWISS, the school can track Behavior referrals and determine when behaviors most likely happen on campus. Students engage in activities at school some of these include: * Student Council & Spirit Events * Class Buddies * Classroom Meetings * Student Developed School Newspaper * Handball & Basketball Tournaments Safety is the top priority for staff and students. A system is in place "Raptor" where visitors must check in at the front desk (single point of entry). Their ID is checked for Megans list before they are provided a visitor pass. Automatic door locks have been installed on permanent classroom and building doors in the event there is		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	a lock down. A button has been installed to allow administration or office staff to lock all doors with a single push of a button. Emblem has implemented a student valet to promote safe ingress during morning drop off. Emblem continues to communicate with sheriff, city planners, and district representation to determine best practices to ensure student safety and flow of traffic. In the event of an emergency, Emblem has a well stocked emergency bin with emergency safety supplies. Emblem regularly practices fire, lock down, and drop cover, hold drills monthly.		

Analysis

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

Our commitment to student engagement continues to grow as our students actively participate in various school and PTA sponsored events as well as student leadership and service opportunities. In addition to the school's Character Education Program highlighting the Six Pillars of Character Counts, the school-wide Positive Behavior and Intervention Support (PBIS) has been implemented to promote positive adult to student and student to student engagement and interaction.

Efforts have been made to improve student attendance and to reduce truancy and chronic absenteeism. They include attendance letters, SART and SARB meetings.

Emblem's remains committed to developing a climate where parents feel welcome and encouraged to participate in their child's education. Parents actively participate in school and PTA sponsored events and parent engagement workshops. In addition to PTA, ELAC, and Site Council meetings, two parent engagement opportunities (Beginning Engineering Science and Technology Night and Internet Safety) are held to support and engage the parent community.

We feel that lack of communication creates a disconnect between the home and school. As a result, parents are informed of school and PTA information through the weekly newsletter (Eagle Flyer), Constant Contact, Infinite Campus emails and texts, Twitter, and Facebook.

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

Students demonstrate great pride in their school. Monday morning flag ceremonies give the students the opportunity to come together as a whole school to hear a common message about school expectations, upcoming events, and the Character Pillar of the Month. Flag ceremony times are also used to recognize student success, pull gold slips supporting PBIS, say the Pledge of Allegiance, the school pledge, and sing the school song. Students also get to participate in shouting Emblems slogan, "Eagle, Eagle, Eagle . . . Soar! Soar! Soar!. A common message is also presented to students on the student run morning broadcast "'Ello Emblem." These activities in addition to various school and PTA sponsored events, which include but not are limited to assemblies, Family Nights, ESTEEM Expo, STEMinar Open House, mother/son and father/daughter events, field trips, after school enrichment, Circle of Friends, Buddy classes, restaurant nights, etc.

Student attendance rate was at 96.4% and the chronic absenteeism rate was at 2.6%. The suspension rate remained extremely low at 0%.

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

There was no major differences between the proposed expenditures and the estimated actual expenditures to achieve 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.

Emblem will begin Tier II of PBIS in the upcoming school year. Emblem would like to apply for PBIS recognition.

Emblem will continue to monitor student attendance. We are looking to implement a an idea where students record their own attendance. They would have the opportunity to earn gold slips for positive attendance. Emblem will continue to hole SART and DART meetings with parents to discuss student attendance. We hope that these meetings will allow parents to see the negative impact poor attendance can have on student success at school.

We will continue to promote a culture where parents feel welcome and have opportunities to participate in various school and PTA activities and engage in a meaning decision making process.

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	144,600.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	16,906.00
Local Categorical	1,940.00
Parent-Teacher Association (PTA)	79,156.00
Per Pupil	46,598.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	4,350.00
2000-2999: Classified Personnel Salaries	8,136.00
4000-4999: Books And Supplies	57,450.00
5000-5999: Services And Other Operating Expenditures	4,658.00
5800: Professional/Consulting Services And Operating Expenditures	14,250.00
7000-7439: Other Outgo	7,750.00
None Specified	48,006.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	920.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	8,136.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,011.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,689.00
None Specified	LCFF - Supplemental	150.00
1000-1999: Certificated Personnel Salaries	Local Categorical	920.00
4000-4999: Books And Supplies	Local Categorical	51.00
5000-5999: Services And Other Operating Expenditures	Local Categorical	969.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	10,050.00
5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	14,250.00
7000-7439: Other Outgo	Parent-Teacher Association (PTA)	7,000.00
None Specified	Parent-Teacher Association (PTA)	47,856.00
1000-1999: Certificated Personnel Salaries	Per Pupil	2,510.00
4000-4999: Books And Supplies	Per Pupil	43,338.00
7000-7439: Other Outgo	Per Pupil	750.00

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
Amy Ackley	Classroom Teacher
Jon Baker	Principal
Lori Brink	Classroom Teacher
Darren Epstien	Parent or Community Member
Catherine Maness	Classroom Teacher
Erin Naftel	Other School Staff
Julie Olson	Parent or Community Member
Collin Schoenfeld	Parent or Community Member
Jenny Quan	Other School Staff
James Webb	Parent or Community Member
Open Position	Parent or Community Member

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

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.

Stakeholder 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 Stakeholder 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

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 March 6, 2018.

Attested:

	Principal, Jon Baker on May 3, 2019
	SSC Chairperson, Lori Brink (Chairperson) on May 3, 2019