

School Year: **2022-23**

# 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.

<b>School Name</b>	Emblem Academy
<b>Address</b>	22635 W. Espuella Drive Saugus, CA 91350
<b>County-District-School (CDS) Code</b>	19649986022669
<b>Principal</b>	Sahar Moshayedi, EdD
<b>District Name</b>	Saugus Union School District
<b>SPSA Revision Date</b>	October 2021
<b>Schoolsite Council (SSC) Approval Date</b>	October 12, 2021
<b>Local Board Approval Date</b>	

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.

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# School Vision and Mission

## Mission Statement:

To provide an amazing educational experience (in person or virtual) for all students through:

- \* Research Based Instructional Strategies
- \* High Expectations
- \* Academic Perseverance
- \* Equity and Character Development through the Six Pillars of Character
- \* Inclusion of students with special needs
- \* ESTEEM (Ethics, Science, Technology, Engineering, Entrepreneurship, Mathematics )

## Vision:

Empower students to succeed academically, socially, and emotionally 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 2020-2021:

Total Enrollment: 832 Students  
American Indian or Alaska - 0.12%  
African American - 5.65%

Asian - 23.3%  
Hispanic/ Latino - 29.4%  
Pacific Islander - 0.36%  
White - 33.9%  
Two or more races - 6.4%  
Blank (No response) - 0.84%

Blended Program: 538 Students  
American Indian or Alaska (1) - 0.18%  
African American (39) - 7.2%  
Asian(65) - 12.0%  
Hispanic/ Latino(160) - 29.9%  
Pacific Islander(3) - 0.55%  
White (224) - 41.0%  
Two or more races (2) - 8.4%  
Blank (No response) - 0.56%

English Learners (26) 4.8%  
IEPs (102) 19%  
Title I 17%

SDLA Program: 294 Students  
American Indian or Alaska - 0%  
African American - 2.7%  
Asian - 43.8%  
Hispanic/ Latino - 28.6%  
Pacific Islander - 0%  
White - 20.7%  
Two or more races - 2.7%  
Blank (No response) - 1.3%

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

Parent Groups (Site Council 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 Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	157	120	85
Grade 1	130	138	47
Grade 2	114	124	86
Grade3	120	106	73
Grade 4	142	120	66
Grade 5	132	133	76
Grade 6	112	129	87
<b>Total Enrollment</b>	907	870	520

### Conclusions based on this data:

1. Emblem's enrollment declined by approximately 300 students (35%) due to the opening of the Saugus Distance Learning Academy (SDLA), increase of students being home schooled, families moving out of the Emblem boundary.
2. A significant portion of the Asian population selected the SDLA program. (66% (129/194) moved to the SDLA program)
3. The three largest populations at Emblem include White (282/832); Hispanic (245/832); Asian (194/832)

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	88	85	27	9.7%	9.8%	5.2%
Fluent English Proficient (FEP)	42	53	24	4.6%	6.1%	4.6%
Reclassified Fluent English Proficient (RFEP)	4	16	13	5.3%	18.2%	15.3%

### Conclusions based on this data:

1. Emblem's English Learner population increased from 62 students in 2015 to 85 students in 2019 (37%)
2. Emblem Fluent English Proficient (FEP) increased from 4.0% to 6.1% between 2017 and 2019
3. Emblem's Reclassification Rate (RFEP) increased from 8.2% to 18.2% between 2017-2019

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	122	111	73	122	109	0	122	109	0	100	98.2	0.0
Grade 4	120	135	65	118	135	0	118	135	0	98.3	100	0.0
Grade 5	100	125	71	99	123	0	99	123	0	99	98.4	0.0
Grade 6	96	108	84	94	108	0	94	108	0	97.9	100	0.0
All Grades	438	479	293	433	475	0	433	475	0	98.9	99.2	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2470.	2495.		39.34	55.05		28.69	24.77		20.49	16.51		11.48	3.67	
Grade 4	2509.	2526.		45.76	49.63		21.19	23.70		17.80	14.07		15.25	12.59	
Grade 5	2537.	2556.		31.31	43.09		36.36	32.52		20.20	13.82		12.12	10.57	
Grade 6	2588.	2586.		41.49	38.89		38.30	39.81		10.64	17.59		9.57	3.70	
All Grades	N/A	N/A	N/A	39.72	46.74		30.48	29.89		17.55	15.37		12.24	8.00	

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	37.70	55.05		47.54	42.20		14.75	2.75	
Grade 4	41.53	44.44		46.61	47.41		11.86	8.15	
Grade 5	39.39	44.72		48.48	44.72		12.12	10.57	
Grade 6	44.68	39.81		42.55	49.07		12.77	11.11	
All Grades	40.65	45.89		46.42	45.89		12.93	8.21	

### 2019-20 Data:

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



Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	39.67	44.04		45.45	48.62		14.88	7.34	
Grade 4	40.68	39.26		39.83	46.67		19.49	14.07	
Grade 5	33.33	40.65		44.44	46.34		22.22	13.01	
Grade 6	58.06	44.44		31.18	48.15		10.75	7.41	
All Grades	42.46	41.89		40.60	47.37		16.94	10.74	

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	37.70	49.54		53.28	49.54		9.02	0.92	
Grade 4	29.66	40.00		64.41	53.33		5.93	6.67	
Grade 5	24.24	27.64		63.64	63.41		12.12	8.94	
Grade 6	27.66	30.56		67.02	63.89		5.32	5.56	
All Grades	30.25	36.84		61.66	57.47		8.08	5.68	

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	47.54	42.20		42.62	54.13		9.84	3.67	
Grade 4	41.53	43.70		47.46	42.96		11.02	13.33	
Grade 5	38.38	43.09		47.47	44.72		14.14	12.20	
Grade 6	62.77	49.07		28.72	45.37		8.51	5.56	
All Grades	47.11	44.42		42.03	46.53		10.85	9.05	

2019-20 Data:

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

**Conclusions based on this data:**

- 76.63% of students Exceeded and/or Met standard in Math for all grade levels in 18-19. This is a 6.43% increase from 17-18 (70.2%).
- Writing has the highest percentage of students achieving below standard in 18-19 @ 10.74%.

3. Listening - Demonstrating effective communication skills has the highest percentage of students meeting or exceeding standard @ 94.31%. The highest percentage of students scoring Above Standard was 45.89% in Reading - Demonstrating understanding of literary and non-fictional texts

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	122	111	73	122	109	0	122	109	0	100	98.2	0.0
Grade 4	120	135	65	118	135	0	118	135	0	98.3	100	0.0
Grade 5	100	125	71	99	123	0	99	123	0	99	98.4	0.0
Grade 6	96	108	84	95	108	0	95	108	0	99	100	0.0
All Grades	438	479	293	434	475	0	434	475	0	99.1	99.2	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2485.	2497.		43.44	49.54		28.69	32.11		19.67	14.68		8.20	3.67	
Grade 4	2507.	2509.		29.66	31.11		31.36	32.59		31.36	25.19		7.63	11.11	
Grade 5	2524.	2537.		28.28	31.71		19.19	20.33		33.33	33.33		19.19	14.63	
Grade 6	2577.	2588.		33.68	41.67		36.84	29.63		18.95	20.37		10.53	8.33	
All Grades	N/A	N/A	N/A	34.10	37.89		29.03	28.63		25.81	23.79		11.06	9.68	

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	56.56	65.14		31.15	27.52		12.30	7.34	
Grade 4	42.37	39.26		37.29	37.78		20.34	22.96	
Grade 5	38.38	39.02		30.30	34.96		31.31	26.02	
Grade 6	49.47	49.07		36.84	37.96		13.68	12.96	
All Grades	47.00	47.37		33.87	34.74		19.12	17.89	

### 2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	52.46	52.29		38.52	44.04		9.02	3.67	
Grade 4	34.75	38.52		53.39	45.93		11.86	15.56	
Grade 5	25.25	28.46		55.56	58.54		19.19	13.01	
Grade 6	30.53	36.11		51.58	50.00		17.89	13.89	
All Grades	36.64	38.53		49.31	49.68		14.06	11.79	

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	47.54	54.13		44.26	41.28		8.20	4.59	
Grade 4	36.44	37.78		50.85	46.67		12.71	15.56	
Grade 5	27.27	30.89		47.47	53.66		25.25	15.45	
Grade 6	32.63	40.74		52.63	44.44		14.74	14.81	
All Grades	36.64	40.42		48.62	46.74		14.75	12.84	

2019-20 Data:

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**Conclusions based on this data:**

- 66.52% of students Exceeded and/or Met standard in Math for all grade levels in 18-19. This is a 3.39% increase from 17-18.
- Concepts & Procedures - Applying mathematical concepts and procedures had the highest percent of students scoring "below standard" at 17.89% in 18-19 and fewest students that met or exceeded standards 82.11%
- Problem Solving & Modeling/Data Analysis - Using appropriate tools and strategies to solve real world and mathematical problems had the highest percentage of students meet or exceed standards @ 88.21%

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1430.4	1453.7	*	1430.7	1466.2	*	1429.6	1424.3	*	18	27	*
<b>1</b>	1472.1	1497.4	*	1489.1	1460.3	*	1454.5	1534.3	*	20	14	*
<b>2</b>	*	1421.4	*	*	1427.3	*	*	1415.1	*	*	13	9
<b>3</b>	*	*	*	*	*	*	*	*	*	*	6	4
<b>4</b>	*	*	*	*	*	*	*	*	*	*	7	7
<b>5</b>	*	*	*	*	*	*	*	*	*	*	5	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>										75	74	27

### 2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	40.74	*	*	33.33	*	*	18.52	*	*	7.41	*	18	27	*
<b>1</b>	70.00	35.71	*	*	50.00	*	*	7.14	*	*	7.14	*	20	14	*
<b>2</b>	*	0.00	*		46.15	*		38.46	*		15.38	*	*	13	*
<b>3</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>4</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>5</b>	*	*	*		*	*		*	*		*	*	*	*	*
<b>6</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>All Grades</b>	64.00	39.19	25.93	28.00	37.84	29.63	*	16.22	37.04	*	6.76	7.41	75	74	27

### 2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	51.85	*	*	22.22	*		18.52	*	*	7.41	*	18	27	*
<b>1</b>	85.00	42.86	*	*	28.57	*		21.43	*	*	7.14	*	20	14	*
<b>2</b>	*	15.38	*	*	53.85	*		15.38	*		15.38	*	*	13	*
<b>3</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>4</b>	*	*	*		*	*		*	*		*	*	*	*	*
<b>5</b>	*	*	*		*	*		*	*		*	*	*	*	*
<b>6</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>All Grades</b>	77.33	51.35	33.33	16.00	27.03	48.15		14.86	7.41	*	6.76	11.11	75	74	27

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	22.22	*	*	33.33	*	*	40.74	*	*	3.70	*	18	27	*
<b>1</b>	*	35.71	*	*	42.86	*	*	14.29	*	*	7.14	*	20	14	*
<b>2</b>	*	0.00	*		23.08	*		46.15	*		30.77	*	*	13	*
<b>3</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>4</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>5</b>	*	*	*		*	*		*	*		*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	49.33	25.68	14.81	28.00	36.49	29.63	16.00	29.73	37.04	*	8.11	18.52	75	74	27

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	77.78	44.44	*	*	44.44	*	*	11.11	*	18	27	*
<b>1</b>	85.00	64.29	*	*	28.57	*	*	7.14	*	20	14	*
<b>2</b>	*	38.46	*		46.15	*		15.38	*	*	13	*
<b>3</b>	*	*	*	*	*	*		*	*	*	*	*
<b>4</b>	*	*	*		*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*	*	*	*
<b>6</b>	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	76.00	47.30	33.33	20.00	44.59	55.56	*	8.11	11.11	75	74	27

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	51.85	*	*	37.04	*	*	11.11	*	18	27	*
<b>1</b>	70.00	7.14	*	*	78.57	*	*	14.29	*	20	14	*
<b>2</b>	*	7.69	*	*	76.92	*		15.38	*	*	13	*
<b>3</b>	*	*	*		*	*		*	*	*	*	*
<b>4</b>	*	*	*		*	*		*	*	*	*	*
<b>5</b>	*	*	*		*	*		*	*	*	*	*
<b>6</b>	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	70.67	43.24	37.04	21.33	45.95	55.56	*	10.81	7.41	75	74	27

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	3.70	*	61.11	92.59	*	*	3.70	*	18	27	*
<b>1</b>	55.00	50.00	*	*	42.86	*	*	7.14	*	20	14	*
<b>2</b>	*	0.00	*		76.92	*		23.08	*	*	13	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	*	*		*	*		*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	50.67	22.97	18.52	40.00	68.92	59.26	*	8.11	22.22	75	74	27

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	61.11	55.56	*	*	29.63	*	*	14.81	*	18	27	*
<b>1</b>	*	42.86	*	*	50.00	*	*	7.14	*	20	14	*
<b>2</b>	*	7.69	*	*	69.23	*		23.08	*	*	13	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*	*	*	*
<b>6</b>	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	48.00	43.24	18.52	41.33	45.95	66.67	*	10.81	14.81	75	74	27

2019-20 Data:

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

**Conclusions based on this data:**

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



# School and Student Performance Data

## Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>520</b>	<b>11.3</b>	<b>5.2</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	5.2
Foster Youth		
Homeless	4	0.8
Socioeconomically Disadvantaged	59	11.3
Students with Disabilities	94	18.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	39	7.5
American Indian or Alaska Native	1	0.2
Asian	27	5.2
Filipino	38	7.3
Hispanic	153	29.4
Two or More Races	41	7.9
Native Hawaiian or Pacific Islander	2	0.4
White	217	41.7

### 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

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

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

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green		

#### 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

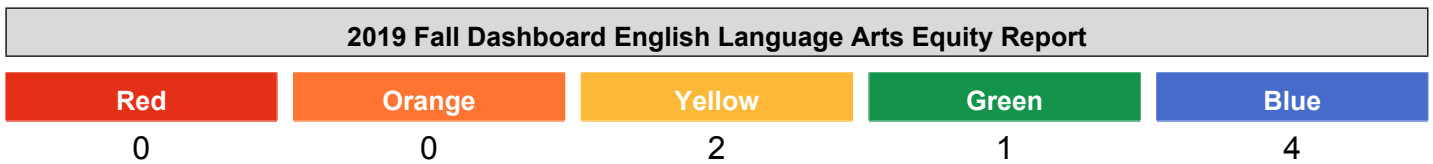
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 53.7 points above standard Increased ++13.8 points 480	<p><b>English Learners</b></p> Blue 49.5 points above standard Increased Significantly ++20.7 points 39	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 4.3 points above standard Declined -12.4 points 67	<p><b>Students with Disabilities</b></p> Yellow 8.4 points below standard Increased ++6.7 points 71

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 16.4 points above standard Maintained ++0.2 points 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 103.3 points above standard Increased ++9.9 points 40	 Blue 59.4 points above standard Increased ++10.3 points 49
Hispanic	Two or More Races	Pacific Islander	White
 Green 43.7 points above standard Increased ++13.6 points 128	 No Performance Color 90.5 points above standard Increased Significantly ++27 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 52 points above standard Increased Significantly ++15.2 points 211

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
4.7 points above standard Increased Significantly ++18.2 points 20	96.6 points above standard Increased ++8.2 points 19	53.3 points above standard Increased ++13.4 points 433

**Conclusions based on this data:**

1. ELA (All Students) - 53.7 points above standard which was an increase of 13.8 points (Blue)
2. ELA (English Learners) - 49.5 points above standard which was an increase of 20.7 points; (Blue)
3. ELA (Socioeconomically Disadvantaged) - 4.3 points above standard which was a decline of 12.4 points; (Yellow); ELA (Students with Disabilities) - 8.4 points below standard which was an increase of 6.7 points (Yellow)

# School and Student Performance Data

## Academic Performance Mathematics

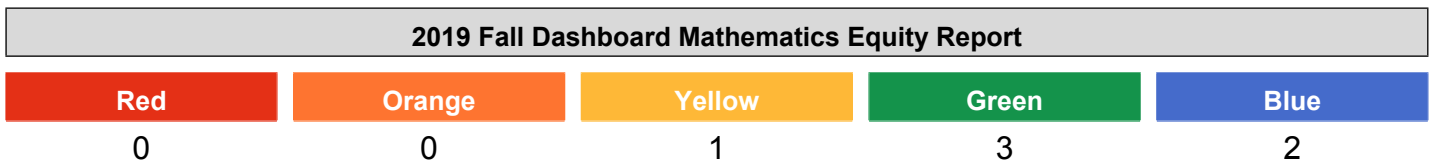
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>29.8 points above standard</p> <p>Increased ++6.8 points</p> <p>479</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>29.9 points above standard</p> <p>Increased Significantly ++22.5 points</p> <p>39</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>21.5 points below standard</p> <p>Declined Significantly -21 points</p> <p>68</p>	<p><b>Students with Disabilities</b></p> <p>Green</p> <p>18 points below standard</p> <p>Increased ++5.8 points</p> <p>70</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.6 points below standard Maintained -2.8 points 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 106.3 points above standard Increased Significantly ++17.8 points 40	 No Performance Color 46.7 points above standard Increased Significantly ++21.6 points 47
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.3 points above standard Maintained ++0.4 points 129	 No Performance Color 48.8 points above standard Increased ++14.5 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 32.4 points above standard Increased ++7.2 points 211

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
28.7 points below standard Increased ++14.1 points 20	91.5 points above standard Increased Significantly ++15.8 points 19	29.7 points above standard Increased ++5.7 points 432

#### Conclusions based on this data:

1. Math (All Students) - 29.8 points above standard which was an increase of 6.8 points from the previous year (Green)
2. Math (English Learners) - 29.9 points above standard which was an increase of 23.5 points from the previous year (Blue)
3. Math (Socioeconomically Disadvantaged) - 21.5 points below standard which was a significant decline from the previous year (Yellow); Math (Students with Disabilities) 18 points below standard which was a 5.8 point increase from the year below (Green)

# School and Student Performance Data

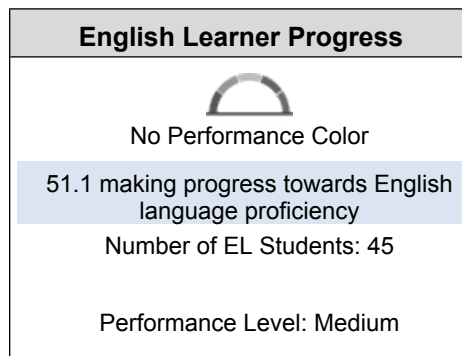
## Academic Performance English Learner Progress

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

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.7	31.1	22.2	28.8

#### Conclusions based on this data:

1. 8% of EL students decreased one ELPI Level
2. 14% of EL students maintained ELPI Level 1, 2L, 2H, 3L, or 3H; 10% of EL students maintained ELPI Level 4
3. 13% of EL students progressed at least one ELPI Level



# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

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

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

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

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

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

<b>International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

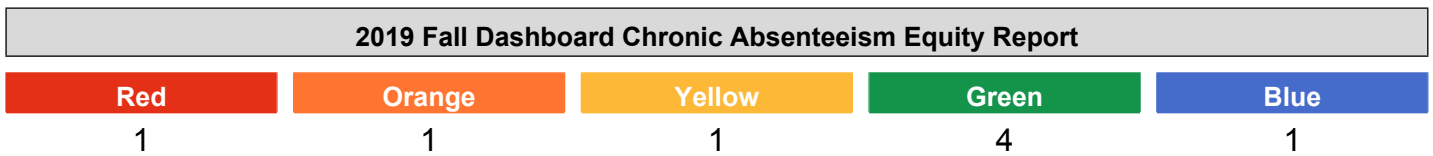
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Yellow 5.3 Maintained +0.2 931	<p><b>English Learners</b></p> Green 5.4 Declined -1.8 92	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p><b>Socioeconomically Disadvantaged</b></p> Green 8.2 Declined -1.6 147	<p><b>Students with Disabilities</b></p> Red 14.4 Increased Significantly +3.9 153

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 12.5 Increased +4.7 56	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 3.4 Declined -3.7 88	 Blue 1.9 Declined -0.5 103
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.7 Declined -1.1 259	 No Performance Color 8.8 Increased +1.9 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Yellow 3.6 Increased +1 385

### Conclusions based on this data:

- Percentage of students who are absent 10 percent or more of the instructional days they were enrolled. (All Students 5.3% (+0.2) - Maintained)

Percentage of students who are absent 10 percent or more of the instructional days they were enrolled. (English Learners 5.4% (-1.8) - Green)

Percentage of students who are absent 10 percent or more of the instructional days they were enrolled. (Socioeconomically Disadvantaged 8.2% (-1.6) - Green)

Percentage of students who are absent 10 percent or more of the instructional days they were enrolled. (Students with Disabilities 14.4% (+3.9) - Red)
- Emblem's Chronic Absenteeism fell within Blue: Filipino (1.9%; -0.5%)

Emblem's Chronic Absenteeism fell within Green: Asian (3.4%; -3.7%); Hispanic (7.7% -1.1%)
- Emblem's Chronic Absenteeism fell within Yellow: White (3.3.% +1.0%)

Emblem's Chronic Absenteeism fell within Orange: African American (12.5.% +4.7%)



# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

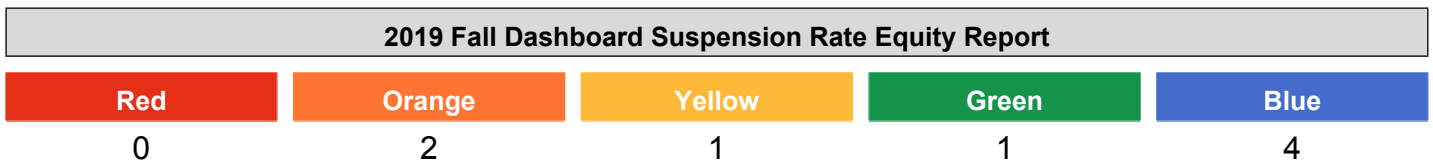
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>0.5</p> <p>Increased +0.5</p> <p>941</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>95</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>2</p> <p>Increased +2</p> <p>147</p>	<p><b>Students with Disabilities</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>155</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Maintained 0 58	 No Performance Color Less than 11 Students - Data 1	 Orange 1.1 Increased +1.1 88	 Blue 0 Maintained 0 103
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.4 Increased +0.4 264	 No Performance Color 0 Maintained 0 34	 No Performance Color Less than 11 Students - Data 5	 Yellow 0.8 Increased +0.8 388

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.5

**Conclusions based on this data:**

1. 2019 Fall Dashboard Suspension Rate for All Students/Student Groups (0.5% - Green)
2. Percentage of students who have been suspended at least once: Socioeconomically Disadvantaged (2% +2%)
3. By Race/Ethnicity: Asian (1.1% +1.1%) (Orange ); Hispanic ( 0.4% +0.4%) (Green); White (.08% +.08%) (Yellow )

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Parental Engagement & Core Services

### Goal Statement

Increase Parent Engagement

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

### LCAP Goal

Increase Parent Engagement

### Basis for this Goal

Basis: According to the American Psychological Association:

Parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development and health of children and adolescents. Parent engagement in schools is a shared responsibility in which schools are committed to reaching out to engage parents in meaningful ways, and parents are committed to actively supporting their children's and adolescents' learning and development.

Studies have shown that parent engagement in schools can promote positive education and health behaviors among children and adolescents. Research shows a strong relationship between parent engagement and educational outcomes, including school attendance and higher grades and classroom test scores.

The Centers for Disease Control and Prevention (CDC) recommends that schools use the following framework to increase parent engagement in school health:

1. Connect with parents by building a positive relationship and communicating the school's vision to work with parents to guide children's health and learning.
2. Engage parents by offering a variety of activities and frequent occasions to fully involve parents (i.e. provide parent support, frequent communication, create volunteer opportunities, support learning at home, encouraging parents to be part of decision making in schools and collaborating with the community).
3. Sustain parent engagement by helping them feel welcome in the school.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<p>*Parent communication - Weekly (Eagle Flyer, Teacher Newsletters, Infinite Campus)                      *PTA Parent Engagement Opportunities - Monthly (Parent Nights, Restaurant Nights, PTA Reflections, etc.)                      *Parent Resources - Weekly (ParentSquare, Community Library, City Presentations, School Presentations)                      *Parent Conferences</p>	<p>LCAP Parent Survey - March 2021</p>	<p>Increased Parent Engagement</p>

Metric/Indicator	Baseline	Expected Outcome
Question 1: My child's school provides appropriate social emotional learning activities that promote mental health and wellness for academic success.	Strongly Agree/Agree = 77.8%	Strongly Agree/Agree = 85%
Question 4: My child's school provides regular systematic intervention support to close learning gaps of individual students and increase their academic success.	Strongly Agree/Agree = 68%	Strongly Agree/Agree = 75%
Question 5: My child's school uses regularly administered assessments to determine learning needs and provide feedback to parents on student progress.	Strongly Agree/Agree = 88%	Strongly Agree/Agree = 95%
Question 6: My child's school provides digital resources to support individual learning needs of students in reading and math.	Strongly Agree/Agree = 87%	Strongly Agree/Agree = 98%
Question 7: My child's school is a safe place where bullying and disrespect are not tolerated and addressed appropriately.	Strongly Agree/Agree = 77%	Strongly Agree/Agree = 85%
Question 8: I know and understand the Positive Behavior Interventions and Supports (PBIS) system of expectations and help my child to meet those expectations at school.	Strongly Agree/Agree = 72%	Strongly Agree/Agree = 85%
Question 11: My child sees our family's culture represented in the school and the academic content taught	Strongly Agree/Agree = 67%	Strongly Agree/Agree = 75%
Question 12: My child's school is welcoming to all people from the community regardless of differences (e.g., language, race, gender, disability, culture, and sexual orientation) and respects/values those differences.	Strongly Agree/Agree = 90%	Strongly Agree/Agree = 95%
Question 14: My child's school is a positive place where people (adults and students) are friendly, kind, and inclusive of every member of the school.	Strongly Agree/Agree = 91%	Strongly Agree/Agree = 98%
Question 15: My child's school promotes stakeholders (parents, employees, & students) in decisions that impact the programs offered at the school.	Strongly Agree/Agree = 85%	Strongly Agree/Agree = 95%

## Planned Strategies/Activities

## Strategy/Activity 1

### Parent Communication:

Question 1: My child's school provides appropriate social emotional learning activities that promote mental health and wellness for academic success.

Question 4: My child's school provides regular systematic intervention support to close learning gaps of individual students and increase their academic success.

Question 5: My child's school uses regularly administered assessments to determine learning needs and provide feedback to parents on student progress.

Question 6: My child's school provides digital resources to support individual learning needs of students in reading and math.

Question 7: My child's school is a safe place where bullying and disrespect are not tolerated and addressed appropriately.

Question 8: I know and understand the Positive Behavior Interventions and Supports (PBIS) system of expectations and help my child to meet those expectations at school.

Question 11: My child sees our family's culture represented in the school and the academic content taught

Question 12: My child's school is welcoming to all people from the community regardless of differences (e.g., language, race, gender, disability, culture, and sexual orientation) and respects/values those differences.

Question 14: My child's school is a positive place where people (adults and students) are friendly, kind, and inclusive of every member of the school.

Question 15: My child's school promotes stakeholders (parents, employees, & students) in decisions that impact the programs offered at the school.

- Assessments:

Administer Annual LCAP Parent Survey

- Parent Information Meetings:

Back-To-School Night

Open House

GATE Family Night

Parent Conferences

IEP / SST / 504's- Accommodation meetings for universal access to CORE instruction

TOSA Presentations (i.e. Math games, ELPAC Readiness)

Interactive trainings for family members on how to support college and career readiness

- Parent Communication

Parent Square Posts and Messages

Parent Phone Calls

Parent Square Emergency Notifications

Eagle Flyer

Classroom Newsletters

Infinite Campus Portal

Google Classroom for STISS (students out on quarantine participating in virtual instruction)

Clever Communication Messaging

PTA Association Meetings

School Site Council Meetings

District Parent Advisory Committee Meetings

DELAC / ELAC / GATE Committee Meetings

Official District Social Media Channels (Facebook / Twitter / etc)

- Parent Volunteer Opportunities (as COVID protocols have allowed)

Classroom Volunteer

Digital Room Parent

Junior Achievement Volunteers (postponed due to COVID restrictions)

Participation in Fundraiser events - Book Fair, APEX

STEMinar Open House (postponed due to COVID restrictions)

ESTEEM Expo (postponed due to COVID restrictions)

Spring Open House Event (TBD due to COVID restrictions)

Red Ribbon/Bully Prevention Week (postponed due to COVID restrictions)

Picture Day and other school related activities / events

- Parent Participation on School Committees/Councils/Organizations

Site Council Meeting Participation

ELAC

GATE

PTA Meeting Participation

Grade 6 Committee

- Parent Participation on District Committees/Councils/Organizations

Measure EE

DELAC

Equity Coalition

PAC

- Family Opportunities

PTA Family Nights (Virtual)

PTA Restaurant Nights (Take-Out Only)

PTA Fall Festival (postponed due to COVID restrictions)

ESTEEM Expo (postponed due to COVID restrictions)

PTA Reflection Programs

Grade Level Plays (postponed due to COVID restrictions)

GATE Nights (postponed due to COVID restrictions)

Patriot Day (virtual)

Career Day (postponed due to COVID restrictions)

Sparkle Day (TBD)

Halloween Parade (Dress up day due to COVID restrictions)

- Recognitions

Student School Board Meeting Recognitions

- Parent Support

Utilization of District family engagement coordinator

Offer translation as needed

Offer childcare during meetings (postponed due to COVID restrictions)

Provide snacks for parents and children during meetings (postponed due to COVID restrictions)

Provide overview of community and school resources

After school enrichment (postponed due to COVID restrictions)

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

2021-2022 School Year

**Person(s) Responsible**

- \* Administration
- \* Certificated Staff
- \* Classified Staff
- \* Parent Community

**Proposed Expenditures for this Strategy/Activity**

**Amount**

14,000

**Source**

LCFF - Supplemental

**Budget Reference**

4000-4999: Books And Supplies

**Description**

Materials / Supplies for Awards, Meetings, and Communications

**Strategy/Activity 2**

Question 15: My child's school promotes stakeholders (parents, employees, & students) in decisions that impact the programs offered at the school.

- Parent Volunteer Opportunities  
Classroom Volunteer (Digital Room Parents)  
Junior Achievement Volunteers (postponed due to COVID restrictions)  
Participation in Fundraiser events - Book Fair, APEX  
Grade level copy parent
  
- Parent Participation on School Committees/Councils/Organizations  
Site Council Meeting Participation  
ELAC  
GATE  
PTA Meeting Participation  
Grade 6 Committee
  
- Parent Participation on District Committees/Councils/Organizations  
Measure EE  
DELAC  
Equity Coalition
  
- Parent/Student Event Opportunities  
PTA Family Nights (virtual)  
Family Technology Information Nights  
Art Nights (virtual)  
PTA Restaurant Nights (take-out only)  
PTA Fall Festival (postponed due to COVID restrictions)  
Book Fair (postponed due to COVID restrictions)  
STEMinar Visitations  
ESTEEM Expo (postponed due to COVID restrictions)  
PTA Reflection Programs  
Grade Level Plays (postponed due to COVID restrictions)  
GATE Nights (virtual)
  
- Recognitions  
Student School Board Meeting Recognitions  
Parent VIP Awards at Promotion
  
- Parent Support  
Utilization of District family engagement coordinator  
Offer translation as needed  
Offer childcare during meetings  
Provide snacks for parents and children during meetings (when in person)  
Provide overview of community and school resources  
Community Sponsored Parent Support Information Nights - City of Santa Clarita  
Library Supports - City of Santa Clarita

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**



2021-2022 School Year

**Person(s) Responsible**

Administration  
Certificated Staff  
Classified Staff  
Parents  
Students

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 3**

Question 14: My child’s school is a positive place where people (adults and students) are friendly, kind, and inclusive of every member of the school.  
Question 7: My child’s school is a safe place where bullying and disrespect are not tolerated and addressed appropriately.  
Question 1: My child’s school provides appropriate social emotional learning activities that promote mental health and wellness for academic success.

Parent meetings & Accommodations  
PBIS Strategies / CHAMPS  
School Counselor  
School Psychologist  
Academic / SEL Interventions  
Harmony Curriculum for Social Emotional Learning  
Circle of Friends (postponed due to COVID restrictions)  
Buddy Systems TK-6  
Buddy Bench Inclusivity

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

2021-2022 School Year

**Person(s) Responsible**

Administration  
Certificated Staff  
Classified Staff  
Parents  
Students

**Proposed Expenditures for this Strategy/Activity**

**Description** District Funded Personell

**Description** District funded programs and curriculum

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

2020-2021 School Year

**Person(s) Responsible**

Administration  
Certificated Staff  
Classified Staff  
Parents

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Student Engagement, Wellness & Attendance

### Goal Statement

Increase student engagement and connectedness to learning at school

Increase the number of students who respond positively to the LCAP Student Survey statement “I regularly look forward to coming to school.” From 59.79% to at least 80%.

### LCAP Goal

Increase Student Engagement

### Basis for this Goal

Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism Rate	Chronic Absentee Rate as of October 2022	Decrease Chronic Absentee Rate by 10%
Question 3: The staff (teachers, support staff, and administration) make our school a place where mental health and feeling good about yourself are as important as learning.	84% Agree/Strongly Agree	Strongly Agree/Agree = 94%
Question 4: The staff (teachers, support staff, and administration) ensure that health and physical safety measures are followed to prevent illness and injury while at school.	94% Agree/Strongly Agree	Strongly Agree/Agree = 98%
Question 8: My school is a safe place where bullying and disrespect are not allowed.	84% Agree/Strongly Agree	Strongly Agree/Agree = 94%
Question 9: I know and understand the Positive Behavior Interventions and Supports (PBIS) system.	73% Agree/Strongly Agree	Strongly Agree/Agree = 85%
Question 10: Adults and students at my school help when they see bullying or when they know that bullying happened.	82% Agree/Strongly Agree	Strongly Agree/Agree = 90%
Question 12: I see my family’s culture represented in the school and the things I learn.	58% Agree/Strongly Agree	Strongly Agree/Agree = 70%

Metric/Indicator	Baseline	Expected Outcome
Question 13: My school is welcoming to all people from the community regardless of differences (e.g., language, race, gender, disability, and culture) and respects/values those differences.	89% Agree/Strongly Agree	Strongly Agree/Agree = 98%
Question 14: I look forward to attending school each day.	74% Agree/Strongly Agree	Strongly Agree/Agree = 85%
Student Survey (Thumbs Up/Down) - January, 2022); Post Survey - March 31, 2022	Leading Indicators: Response of "NO" greater than 10%	90% or greater response with "Yes"

## Planned Strategies/Activities

### Strategy/Activity 1

Strategies and Activities Responding to Student LCAP Questions:

Question 14: I regularly look forward to coming to school

Question 13: My school is welcoming to all people from the community regardless of differences (e.g., language, race, gender, disability, and culture) and respects/values those differences.

Question 12: I see my family's culture represented in the school and the things I learn.

Question 10: Adults and students at my school help when they see bullying or when they know that bullying happened.

Question 9: I know and understand the Positive Behavior Interventions and Supports (PBIS) system.

Question 8: My school is a safe place where bullying and disrespect are not allowed.

Question 4: The staff (teachers, support staff, and administration) ensure that health and physical safety measures are followed to prevent illness and injury while at school.

Question 3: The staff (teachers, support staff, and administration) make our school a place where mental health and feeling good about yourself are as important as learning.

Strategies and Activities Responding to Student Survey (Thumbs Up/Down) (NEEDS REVISION IN JAN 2022)

2. I look forward to logging into school and learning new things from my teacher.

3. I participate in class discussions & activities.

5. I ask for help when I do not know what to do.

6. I know what to do when I'm feeling frustrated or upset with school work.

10. I look forward to being back at Emblem.

#### SEL Support

Sanford Harmony SEL lessons providing structure, key vocabulary, and language

Counselor SEL Class Meetings targeting student survey responses

Teacher and Counselor Lunch Bunch opportunities (postponed due to COVID restrictions)

Classrooms Meetings

Themed Meetings - "Bring Your Pet to Meeting," "Special Visitor"

Mentorship/Adoption program

Awards Assemblies

Student of the Month Awards

Student Recognitions at Board Meetings

Mindfulness Activities

Campus Supervisors

#### Academic Support

Intervention

Small group tutoring/support

NextGen

i-Ready

CORE (postponed due to COVID restrictions)

NEST Time (postponed due to COVID restrictions)

Tom Cat - Classroom Amplification System

PTA Subscriptions:

\*Padlet

\*Project Lead the Way

Kahoot

Ed Puzzle

Seesaw

Flipgrid

Kinder Instructional Assistants

School Spirit

School pledge

School song

School Chant - Eagle, Eagle, Eagle . . . Soar! Soar! Soar!

Spirit Weeks/Spirit Competitions

Monday Morning Flag ceremony

School Extra Curricular Opportunities

PTA Sponsored Assemblies and Events

"Ello Emblem" (Morning Broadcast)

Principal/Assistant Principal for the Day

School Wide Art Project

Halloween Parade (Postponed due to COVID restrictions)

Cardio Kids Running Club (postponed due to COVID restrictions)

Read Across America

Student Council Reps and Officers

Art Sessions with Amy (held virtually- PTA funded)

Field Trips (Virtual)

Handball Tournament (postponed due to COVID restrictions)

Basketball Tournament (postponed due to COVID restrictions)

School Events (Fall Festival, Book Fairs, Family Nights, Esteem Expo, Reflections, Art Night, Career Day)

Themed Weeks (Kindness Week, Anti Bullying Week)

APEX Fun Run and other fundraisers (virtual)

Santa's Visit

Library Visits

ESTEEM Opportunities

STEMinars (postponed due to COVID restrictions / reinstated March 2022)

Makerspace (postponed due to COVID restrictions)

Flight Suit Friday

ESTEEM Expo (postponed due to COVID restrictions)

6th Grade Emporium (postponed due to COVID restrictions / reinstated April 2022)

Jr. Achievement (postponed due to COVID restrictions)

RAP Focused

Circle of Friends

Autism Awareness Month and activities (Posters, Penny Wars, etc.)

## Students to be Served by this Strategy/Activity

All Students

## Timeline

2021-2022 School Year

## Person(s) Responsible

\* Administration

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

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Intervention Instructional Assistants (See Goal 3)
<b>Amount</b>	14098
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Awards and Incentives (From Materials and Supplies Line)
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Budget Reference</b>	None Specified
<b>Description</b>	Assemblies and Events (6th Gr. Promotion) ; Community Engagement Activities
<b>Amount</b>	4576
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Kinder Instructional Assistants
<b>Amount</b>	20,000
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Budget Reference</b>	None Specified
<b>Description</b>	Makerspace (donation via fiduciary agreement)
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Budget Reference</b>	None Specified
<b>Description</b>	STEM Materials and Supplies

### Strategy/Activity 2

Strategies and Activities Responding to Student LCAP Questions:

- 13. My school is a safe place where bullying and disrespect are not tolerated, and are handled when reported.
- 15. At my school, students listen to and respect adults, and they follow the directions/rules.
- 19. Adults and students at my school intervene when they witness bullying.
- 25. When there is a problem at school, the students, parents, and staff (teachers, administrators, classified) work together to solve it.

Strategies and Activities Responding to Student Survey (Thumbs Up/Down)

## 7. I know how to get in touch with a trusted adult at school if I need help with anything

Implement school-wide Character Counts & PBIS programs

Gold Tickets

Student of the Month Award

PBIS Materials and Strategies

PBIS School Matrix

PBIS Classroom Matrix

Compliment Boards

Monthly Pillar Focus

Cultural diversity focus/activities (i.e., Black History Month)

Assemblies (postponed due to COVID restrictions)

Promote character building

Promote anti-bullying education

Monday Flag Ceremonies (postponed due to COVID restrictions)

Ello Emblem Broadcast

Autism Awareness

Special Programs

Circle of Friends

Positive Behavior Intervention and Supports (PBIS)

CHAMPS (Prescriptive PBIS)

Other

Student Council & School Spirit Events/Competitions

Classroom Meetings

Counseling

Class Meetings

Anti-Bullying Campaign

Red Ribbon Week

Teacher Parent Conferences (virtual)

Safety

Emergency Safety Supplies

Provide Traffic Control Officer to improve traffic flow during arrival and dismissal times (as available)

Crossing Guard to ensure student safety during morning drop off and afternoon pick-up

Raptor

Automatic Door Locks

Student Valet (postponed due to COVID restrictions)

Single Point Entry

Automated Safety Messages

Emergency Lockdown Switches

FOB Door Locks

Campus Supervisors for playground supervision

Student Reminders to Reinforce School Expectations

Monday Flag Ceremony

"Ello Emblem" (Morning Broadcast)

School newsletter about tardies and regular attendance

Playground Rules Boards

Positive Attendance

Notify parents regularly of student attendance

Meetings

\* SART

\* DART

\* SARB

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

2021-2022 School Year

**Person(s) Responsible**

- \* Administration
- \* Certificated Staff
- \* Classified Staff
- \* Parent Community

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	14098
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Emergency Safety Supplies (From Materials and supply line)
<b>Amount</b>	2000
<b>Source</b>	Parent-Teacher Association (PTA)
<b>Budget Reference</b>	None Specified
<b>Description</b>	Schoolwide PBIS (CHAMPS Posters)



# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Learner Academic Needs

### Goal Statement

Provide academic support for English Learners

1. Provide designated EL time for English Learners
2. Increase reclassification %
3. Demonstrate improvement within their band or move to the next level of language development in grades 1st-6th

### LCAP Goal

English Learner Academic Needs

### Basis for this Goal

Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reclassification percentage		Increase reclassification by 25%
Redesignate 25% of EL students	Total English Learners = 71	Reclassify at least 30 students
English Learners will demonstrate improvement within their band or move to the next level of language development in grades 1st-6th	2021 ELPAC Summative Overall Proficiency Level	All students will demonstrate improvement within their band or move to the next level of language development in grades 1st-6th

### Planned Strategies/Activities

#### Strategy/Activity 1

English Language Development

Instructional Strategies

Visual supports are included in online lessons; visual examples

EL Groups enrolled in classes by ELPAC level for targeted instructional practice

Provide speaking and listening lessons for all ELs during school-wide, 30-minute block

Incorporate modeling

SDAIE techniques

Total-physical response (TPR)

Graphic organizers

Front-loading strategies

Sentence frames

Use of manipulatives & realia

Provide authentic speaking opportunities  
Utilize Constructing Meaning strategies  
Picture supports with vocabulary lessons  
Promote Hands-on Lessons  
Encourage EL students to speak and contribute during lessons; modeling sentence structure - helping them to expand sentence usage  
Instruction Resources  
EL Achieve materials (Designated and Integrated EL Instruction) transitioning to Wonders Designated / Integrated ELD ELD standards to plan instruction  
Using cultural/diversity references, library media resources & presentations  
Classroom placement - cluster students in classrooms by EL levels  
Different literature during SEL time (culturally diverse literature)  
Modeling communication via iPads (ProLoqQuo2Go) and visual supports - (RAP)

EL Program Resources  
EL Achieve- transition to Wonders ELD  
Constructed Meaning  
Integrated ELD / Designated ELD

EL Technology Resources  
Flipgrid  
Seesaw to promote speech - Incorporate academic language in responses and creating projects  
Rosetta Stone  
Text-to-speech accommodations when needed

Professional Development  
Encourage staff to participate in District provided ELD Professional Development  
Encourage staff to participate in outside professional development opportunities (I.e., LACOE, VCOE)

Intervention (RTI)  
Instructional Assistant - Provide small group support

Assessments to monitor progress  
CAASPP ELA  
ELPAC  
I-Ready Diagnostic and Online Instruction  
Teacher-created assessments (e.g., Flipgrid & Seesaw)  
EL Achieve assessments to modify instruction as needed

Parent Engagement  
Conduct regular ELAC meetings  
Include parent education topics (basic overview of Systematic ELD program, legality of EL program, how teachers assist EL learners with understanding content areas, overview of Common Core standards, technology resources.)  
Invite PTA representative to discuss school activities  
Offer translation for meetings and events  
Provide snacks for parents and children @ ELAC meetings  
Provide overview of community and school resources  
\* Public library cards  
\* After school enrichment (postponed due to COVID restrictions)

Materials and Supplies  
Purchase of district adopted ELD kits and other resources to support EL learners

## **Students to be Served by this Strategy/Activity**

English Language Learners

## **Timeline**

2021-2022 School Year

**Person(s) Responsible**

Certificated Staff  
Classified Staff  
Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Intervention Instructional Assistance
<b>Source</b>	District Funded
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	EL Curriculum & Online Programs

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

**Timeline**

**Person(s) Responsible**

District Personnel

**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Achievement / Learning Gap - Achievement GAP - Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas English Language Arts (ELA), Mathematics, Science, Social Science

### Goal Statement

To close the achievement / learning gap for “All Students” one or more grade level below in both ELA and Math.

### LCAP Goal

Close the Achievement / learning gap imposed by school closures, socioeconomic, or EL status

### Basis for this Goal

The achievement gap refers to the difference in the educational qualification or academic performance among different groups of students. For example, a student group can be classified on the basis of income level, which can be higher or lower compared to the other group, resulting in a gap. Academic achievement and educational attainment are generally the main criteria for judging an achievement gap between two sets of students who vary from each other.

The learning gap refers to the effect of school closures on elementary school performance primarily in the areas of reading, writing and math. It also includes but is not limited to socio-emotional learning and fluency in peer to peer interactions.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
I-Ready Diagnostic 1- Fall 2021	I-Ready Diagnostic 2- Winter 2021	Increase ELA and Math proficiency 25% by Spring 2022
ELA: 53% Met and Exceeded; 36% Nearly Met; 11% Not Met	ELA: 71% Met and Exceeded; 23% Nearly Met; 6% Not Met	ELA: 78% Met and Exceeded; 28% Nearly Met
Math: 33% Met and Exceeded; 55% Nearly Met; 12% Not Met	Math: 56% Met and Exceeded; 39% Nearly Met; 5% Not Met	Math: 81% Met and Exceeded; 19% Nearly Met

### Planned Strategies/Activities

#### Strategy/Activity 1

English Language Arts & Math

Collaborative Instructional Planning (CIP)

Implement PLC protocols to monitor student progress (Essential standards, common assessments)

Respond to the four essential questions:

1. What do we expect our students to learn? (Standards)
2. How do we know that they learned it? (Common Assessments)
3. What do we do if they don't learn it? (Rtl)
4. What do we do if they do learn it? (Extension)

Plan Common Core State Standards (CCSS) Lessons  
Design Lessons/interventions to support "Socioeconomically Disadvantaged."  
Develop common assessments within grade level

RTI:

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

CORE Time (on-site instruction)

Structure CORE time to effectively support all students in Speaking and Listening as well as ELA and Math  
Integration of IABs  
Clearly defined steps for guided and independent practice  
Use of manipulatives, graphic organizers, and anchor charts to support student learning (Declarative Lessons)  
Integration of technology to support learning (Flat Panels, Chrome Books, document cameras, etc.)  
Differentiate instruction

SEL

Sanford Harmony Lessons  
Counseling support (i.e. individual, lunch bunch, etc.)

Assessments:

Pre and post test using:  
\*District Benchmarks  
\*BPST - GRR (Reading specialist Professional Development through LACOE)  
\*Wonders Assessments  
\*Fluency Benchmarks  
\*Grade Level Writing Prompts  
\*i-Ready  
\*i-Ready Standards Mastery  
\*NextGen Math  
\*Teacher created assessments  
\*Publisher created assessments  
\*IABs  
\*Common grade level performance-based assessments  
\*Provide testing strategies  
\*Ensure the use of embedded accommodations

Attendance

Continuous attendance Monitoring  
Attendance Awards & Incentives  
SART  
DART  
SARB

Other Supports:

Frequent Parent Contact  
District Purchased: Unique, Wonders ELA Curriculum, On-going professional development, Discovery Education  
School Program Purchases: Wonder Works, Read Works (Digital),  
Use of substitute teachers to allow classroom teachers to attend SST, 504, and IEP meetings  
1:1 Technology, Hot Spots if needed  
Incorporate math "Thinking Smarter" to develop Communication & Reasoning skills on a daily/weekly basis

STEM:

Implement STEMinars that foster DOK in mathematics  
Use Science & Engineering Practices

Integrate mathematics concepts in science, engineering, and technology.  
Integrate mathematics with speaking and writing to foster a deeper understanding of math concepts

### Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged

### Timeline

2021-2022 School Year

### Person(s) Responsible

Certificated Staff  
Classified Staff  
Administration

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	District Funded
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	RTI Instructional Aide (See Goal 3)
<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra Duty Certificated
<b>Amount</b>	3,584
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitutes for Grade Level / Instructional Planning

### Strategy/Activity 2

Science

Curriculum Adoption  
Implementation of STEMscopes (District purchased NGSS aligned Curriculum)

Professional Development  
Attend District professional development (NGSS Steering Committee and Coaches  
NGSS Implementation (Using the 5E model)  
NASA Presentations  
Extra Duty Extra Pay  
Attend NGSS symposiums and conferences (i.e. CSTA, California STEAM Conferences, STEMscopes)  
CAST Workshops/webinars

Collaborative Instructional Planning (CIP)  
Implement PLC protocols to monitor student progress (Essential standards, common assessments)

Respond to the four essential questions:

1. What do we expect our students to learn? (Standards)

2. How do we know that they learned it? (Common Assessments)
3. What do we do if they don't learn it? (Rtl)
4. What do we do if they do learn it? (Extension)

Plan NGSS Lessons (Using the 5E model)  
Design Lessons to promote higher DOK levels  
Design activities that include rigor and complexity  
Teacher-created assessments

#### Integration of ESTEEM

STEMinars  
Parent Nights (postponed due to COVID restrictions)  
Environmental Education Initiative (EEI)  
Engineering is Elementary (EIE)  
Project Lead The Way (PLTW)  
Lego Spheros  
Hour of Code / Scratch  
Flight Suit (NASA) Fridays  
Implementation and development of Makerspace  
Assemblies (postponed due to COVID restrictions)  
After School Enrichment (postponed due to COVID restrictions)  
School Gardens  
ESTEEM Expo (postponed due to COVID restrictions)  
Emblem Emporium (Engineering Design Process to Develop Product)  
Junior Achievement (postponed due to COVID restrictions)

#### Other Curriculum Integration

Music (virtual)  
In Class Field Trips (Placerita Nature Center, Captain Carl science)  
SCV Water Agency  
NASA Educational Materials

#### Resources

STEAM lab materials and supplies  
California Science Framework  
STEMscopes

#### Technology Resources

1:1 Computing (upper grades)  
Interactive Flat Panel  
Document Cameras  
Tablets (ipad cart)  
Video Equipment  
Robotics  
Web Camera  
Zerotostem@weebly.com

#### Partnerships/Grants

LA Department of Water and Power  
Lockeed Martin  
Rocketdyne  
SCEEC (COC)  
SCV Education Foundation

## **Students to be Served by this Strategy/Activity**

All Students

## **Timeline**

2021-2022 School Year

**Person(s) Responsible**

Certificated Staff  
Classified Staff  
Administration  
District

**Proposed Expenditures for this Strategy/Activity**

<b>Source</b>	Parent-Teacher Association (PTA)
<b>Budget Reference</b>	7000-7439: Other Outgo
<b>Description</b>	STEM (See Goal 2)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

**Timeline**

2021-2022 School Year

**Person(s) Responsible**

**Proposed Expenditures for this Strategy/Activity**



# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Equity and Diversity

### Goal Statement

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

### LCAP Goal

### Basis for this Goal

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

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP Connectedness Survey 2021		Increased inclusion via targeted programs to meet the learning and socio-emotional needs of students and community members
Question 8: My school is a safe place where bullying and disrespect are not allowed.	Strongly Agree / Agree: 84%	Increase to 94%
Question 10: Adults and students at my school help when they see bullying or when they know that bullying happened.	Strongly Agree / Agree: 82%	Increase to 92%
Question 11: The school rules and consequences (both positive & negative) are enforced equally for all students.	Strongly Agree / Agree: 79.6%	Increase to 90%
Question 12: I see my family's culture represented in the school and the things I learn.	Strongly Agree / Agree: 58.4%	Increase to 68%
Question 13: My school is welcoming to all people from the community regardless of differences (e.g., language, race, gender, disability, and culture) and respects/values those differences.	Strongly Agree / Agree: 89%	Increase to 99%
Question 15: My school is a happy place where people (adults and students) are friendly, kind, and all people are part of the school events.	Strongly Agree / Agree: 83.7%	Increase to 93%

# Planned Strategies/Activities

## Strategy/Activity 1

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

- Literary and informative texts
- Classroom lessons aligned to cultural and historical observances
- Grade level cultural / historical observances and school community education
- Librarian visits to classrooms to build cultural connections through various texts and real life connections
- District provided professional development for teachers in cultural awareness themes (African American History, Hispanic Heritage, etc)

## Students to be Served by this Strategy/Activity

All students

## Timeline

2021-2022 SY

## Person(s) Responsible

District Leadership  
School Staff  
Students  
Parents

## Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 2

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

Observances / Events:

Independence Day  
Patriot's Day  
National Hispanic Heritage Month  
U.S. Constitution and Citizenship Day  
National First Responder's Day  
Learning Disabilities Awareness Month  
National Native American Heritage Month  
Indigenous People's Day (Former Columbus Day)  
Bill of Rights Day  
Dr. Martin Luther King Jr., Day  
International Holocaust Remembrance Day  
Lincoln's Birthday  
Susan B. Anthony Day  
George Washington's Birthday & President's Day  
Black History Month  
National Women's History Month

Week of School Administrator  
Conservation, Bird and Arbor Day  
Delores Huerta Day  
Day of the Teacher  
Memorial Day  
Veteran's Day  
Labor Day  
Autism Awareness Month  
Classified Employee Week  
Asian American and Pacific Islander Heritage Month  
National Flag Day  
Juneteenth  
Cesar Chavez Day

### Students to be Served by this Strategy/Activity

All students

### Timeline

2021-2022 SY

### Person(s) Responsible

District Leadership  
School Staff  
Students  
Parents

### Proposed Expenditures for this Strategy/Activity

**Source** Parent-Teacher Association (PTA)

**Budget Reference** None Specified

**Description** Outside the Box Arts Events (See Goal 1)

# Goals, Strategies, & Proposed Expenditures

## Goal 6

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 7

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 8

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 9

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 10

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity



# Goals, Strategies, & Proposed Expenditures

## Goal 11

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 12

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 1

Increase Parent Engagement

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
*Parent communication - Weekly (Eagle Flyer, Teacher Newsletters, Infinite Campus) *PTA Parent Engagement Opportunities - Monthly (Parent Nights, Restaurant Nights, PTA Reflections, etc.) *Parent Resources - Weekly (ParentSquare, Community Library, City Presentations, School Presentations) *Parent Conferences	Increased Parent Engagement	
Question 1: My child's school provides appropriate social emotional learning activities that promote mental health and wellness for academic success.	Strongly Agree/Agree = 85%	Strongly Agree/Agree = 65.65%
Question 4: My child's school provides regular systematic intervention support to close learning gaps of individual students and increase their academic success.	Strongly Agree/Agree = 75%	Strongly Agree/Agree = 66%
Question 5: My child's school uses regularly administered assessments to determine learning needs and provide feedback to parents on student progress.	Strongly Agree/Agree = 95%	Strongly Agree/Agree = 77%
Question 6: My child's school provides digital resources to support individual learning needs of students in reading and math.	Strongly Agree/Agree = 98%	Strongly Agree/Agree = 70%
Question 7: My child's school is a safe place where bullying and disrespect are not tolerated and addressed appropriately.	Strongly Agree/Agree = 85%	Strongly Agree/Agree = 63%
Question 8: I know and understand the Positive Behavior Interventions and Supports (PBIS) system of expectations and help my child to meet those expectations at school.	Strongly Agree/Agree = 85%	Strongly Agree/Agree = 62%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Question 11: My child sees our family's culture represented in the school and the academic content taught	Strongly Agree/Agree = 75%	Strongly Agree/Agree = 62%
Question 12: My child's school is welcoming to all people from the community regardless of differences (e.g., language, race, gender, disability, culture, and sexual orientation) and respects/values those differences.	Strongly Agree/Agree = 95%	Strongly Agree/Agree = 86%
Question 14: My child's school is a positive place where people (adults and students) are friendly, kind, and inclusive of every member of the school.	Strongly Agree/Agree = 98%	Strongly Agree/Agree = 76%
Question 15: My child's school promotes stakeholders (parents, employees, & students) in decisions that impact the programs offered at the school.	Strongly Agree/Agree = 95%	Strongly Agree/Agree = 60%

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent Communication:  Question 1: My child's school provides appropriate social emotional learning activities that promote mental health and wellness for academic success. Question 4: My child's school provides regular systematic intervention support to close learning gaps of individual students and increase their academic success. Question 5: My child's school uses regularly administered assessments to determine learning needs and provide feedback to parents on student progress. Question 6: My child's school provides digital		Materials / Supplies for Awards, Meetings, and Communications 4000-4999: Books And Supplies LCFF - Supplemental 14,000  Supplies at parent engagement opportunities. None Specified Parent-Teacher Association (PTA)	

**Planned  
Actions/Services**

**Actual  
Actions/Services**

**Proposed  
Expenditures**

**Estimated Actual  
Expenditures**

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

- Assessments:  
Administer Annual LCAP Parent Survey

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Parent Information Meetings: Back-To-School Night Open House GATE Family Night Parent Conferences TOSA Presentations (i.e. Math games, ELPAC Readiness) Interactive trainings for family members on how to support college and career readiness</li>   <li>• Parent Communication Parent Square Posts and Messages Parent Phone Calls Parent Square Emergency Notifications Eagle Flyer Classroom Newsletters Infinite Campus Portal Google Classroom for STISS (students out on quarantine participating in virtual instruction) Clever Communication Messaging PTA Association Meetings School Site Council Meetings District Parent Advisory Committee Meetings DELAC / ELAC / GATE Committee Meetings Official District Social Media Channels (Facebook / Twitter / etc)</li>   <li>• Parent Volunteer Opportunities (as COVID protocols have allowed) Classroom Volunteer Digital Room Parent Junior Achievement Volunteers (postponed due to COVID restrictions) Participation in</li> </ul>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Fundraiser events - Book Fair, APEX STEMinar Open House (postponed due to COVID restrictions) ESTEEM Expo (postponed due to COVID restrictions) Spring Open House Event (TBD due to COVID restrictions) Red Ribbon/Bully Prevention Week (postponed due to COVID restrictions) Picture Day and other school related activities / events</p> <ul style="list-style-type: none"> <li>• Parent Participation on School Committees/Councils/Organizations</li> </ul> <p>Site Council Meeting Participation ELAC GATE PTA Meeting Participation Grade 6 Committee</p> <ul style="list-style-type: none"> <li>• Parent Participation on District Committees/Councils/Organizations</li> </ul> <p>Measure EE DELAC Equity Coalition PAC</p> <ul style="list-style-type: none"> <li>• Family Opportunities</li> </ul> <p>PTA Family Nights (Virtual) PTA Restaurant Nights (Take-Out Only) PTA Fall Festival (postponed due to COVID restrictions) ESTEEM Expo</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>(postponed due to COVID restrictions)            PTA Reflection Programs            Grade Level Plays            (postponed due to COVID restrictions)            GATE Nights (postponed due to COVID restrictions)            Patriot Day (virtual)            Career Day (postponed due to COVID restrictions)            Sparkle Day (TBD)            Halloween Parade (Dress up day due to COVID restrictions)</p> <ul style="list-style-type: none"> <li>• Recognitions              Student School Board Meeting Recognitions</li> <li>• Parent Support              Utilization of District family engagement coordinator              Offer translation as needed              Offer childcare during meetings (postponed due to COVID restrictions)              Provide snacks for parents and children during meetings (postponed due to COVID restrictions)              Provide overview of community and school resources              After school enrichment (postponed due to COVID restrictions)</li> </ul>			
<p>Question 15: My child's school promotes stakeholders (parents, employees, &amp; students) in decisions that impact the programs offered at the school.</p> <ul style="list-style-type: none"> <li>• Parent Volunteer Opportunities              Classroom Volunteer (Digital Room Parents)              Junior Achievement</li> </ul>			



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Volunteers (postponed due to COVID restrictions) Participation in Fundraiser events - Book Fair, APEX Grade level copy parent</p> <ul style="list-style-type: none"> <li>Parent Participation on School Committees/Councils/Organizations</li> </ul> <p>Site Council Meeting Participation ELAC GATE PTA Meeting Participation Grade 6 Committee</p> <ul style="list-style-type: none"> <li>Parent Participation on District Committees/Councils/Organizations</li> </ul> <p>Measure EE DELAC Equity Coalition</p> <ul style="list-style-type: none"> <li>Parent/Student Event Opportunities</li> </ul> <p>PTA Family Nights (virtual) Family Technology Information Nights Art Nights (virtual) PTA Restaurant Nights (take-out only) PTA Fall Festival (postponed due to COVID restrictions) Book Fair (postponed due to COVID restrictions) STEMinar Visitations ESTEEM Expo (postponed due to COVID restrictions) PTA Reflection Programs Grade Level Plays (postponed due to COVID</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>restrictions) GATE Nights (virtual)</p> <ul style="list-style-type: none"> <li>• Recognitions Student School Board Meeting Recognitions Parent VIP Awards at Promotion</li> <li>• Parent Support Utilization of District family engagement coordinator Offer translation as needed Offer childcare during meetings Provide snacks for parents and children during meetings Provide overview of community and school resources Community Sponsored Parent Support Information Nights - City of Santa Clarita Library Supports - City of Santa Clarita</li> </ul>			
<p>Question 14: My child's school is a positive place where people (adults and students) are friendly, kind, and inclusive of every member of the school. Question 7: My child's school is a safe place where bullying and disrespect are not tolerated and addressed appropriately. Question 1: My child's school provides appropriate social emotional learning activities that promote mental health and wellness for academic success.</p> <p>Parent meetings &amp; Accommodations</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PBIS Strategies / CHAMPS School Counselor School Psychologist Academic / SEL Interventions Harmony Curriculum for Social Emotional Learning Circle of Friends (postponed due to COVID restrictions) Buddy Systems TK-6 Buddy Bench Inclusivity			

## Analysis

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

The strategies and activities above are strategies historically implemented at Emblem. Many activities as outlined in the goals and strategies were either conducted virtually or had to be postponed due to COVID as evidenced in section 1

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

In order to determine the overall effectiveness of the strategies outlined above, the average % of our expected outcomes was measured and compared to the average % of the actual outcome. Average expected outcome=89% and Average actual outcome= 63%. The actual outcome was determined by the LCAP Connectedness survey completed by our stakeholders and for the purpose of this goal, parent responses were analyzed.

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

N/A

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

The implementation of strategies and activities will likely be conducted with fidelity in the 2022-2023 school year due to the anticipated lifting of COVID restrictions which impeded us in the 2021-2022 SY.

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 2

Increase student engagement and connectedness to learning at school

Increase the number of students who respond positively to the LCAP Student Survey statement “I regularly look forward to coming to school.” From 59.79% to at least 80%.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism Rate	Decrease Chronic Absentee Rate by 10%	
Question 3: The staff (teachers, support staff, and administration) make our school a place where mental health and feeling good about yourself are as important as learning.	Strongly Agree/Agree = 94%	Strongly Agree/Agree = 78%
Question 4: The staff (teachers, support staff, and administration) ensure that health and physical safety measures are followed to prevent illness and injury while at school.	Strongly Agree/Agree = 98%	Strongly Agree/Agree = 85%
Question 8: My school is a safe place where bullying and disrespect are not allowed.	Strongly Agree/Agree = 94%	Strongly Agree/Agree = 65%
Question 9: I know and understand the Positive Behavior Interventions and Supports (PBIS) system.	Strongly Agree/Agree = 85%	Strongly Agree/Agree = 97%
Question 10: Adults and students at my school help when they see bullying or when they know that bullying happened.	Strongly Agree/Agree = 90%	Strongly Agree/Agree = 66%
Question 12: I see my family's culture represented in the school and the things I learn.	Strongly Agree/Agree = 70%	Strongly Agree/Agree = 56%
Question 13: My school is welcoming to all people from the community regardless of differences (e.g., language, race, gender, disability, and culture) and respects/values those differences.	Strongly Agree/Agree = 98%	Strongly Agree/Agree = 90%
Question 14: I look forward to attending school each day.	Strongly Agree/Agree = 85%	Strongly Agree/Agree = 55%
Student Survey (Thumbs Up/Down) - January, 2022); Post Survey - March 31, 2022	90% or greater response with "Yes" (Expected outcomes projected from 2020-2021 survey responses)	Actual Responses of Student LCAP Survey 2021-2022 SY

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Strategies and Activities Responding to Student LCAP Questions:</p> <p>Question 14: I regularly look forward to coming to school</p> <p>Question 13: My school is welcoming to all people from the community regardless of differences (e.g., language, race, gender, disability, and culture) and respects/values those differences.</p> <p>Question 12: I see my family's culture represented in the school and the things I learn.</p> <p>Question 10: Adults and students at my school help when they see bullying or when they know that bullying happened.</p> <p>Question 9: I know and understand the Positive Behavior Interventions and Supports (PBIS) system.</p> <p>Question 8: My school is a safe place where bullying and disrespect are not allowed.</p> <p>Question 4: The staff (teachers, support staff, and administration) ensure that health and physical safety measures are followed to prevent illness and injury while at school.</p> <p>Question 3: The staff (teachers, support staff, and administration) make our school a place where mental health and feeling good about yourself are as important as learning.</p>		<p>Intervention Instructional Assistants (See Goal 3) 2000-2999: Classified Personnel Salaries LCFF - Supplemental</p>	
		<p>Awards and Incentives (From Materials and Supplies Line) 4000-4999: Books And Supplies LCFF - Base 14098</p>	
		<p>Assemblies and Events (6th Gr. Promotion &amp; Back to School Night, Art Day, etc) None Specified Parent-Teacher Association (PTA)</p>	
		<p>Kinder Instructional Assistants 2000-2999: Classified Personnel Salaries LCFF - Supplemental 4576</p>	
		<p>Makerspace None Specified Parent-Teacher Association (PTA) 20000</p>	
		<p>STEM Materials and Supplies None Specified Parent-Teacher Association (PTA) 2000</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Strategies and Activities Responding to Student Survey (Thumbs Up/Down) (NEEDS REVISION IN JAN 2022)</p> <p>2. I look forward to logging into school and learning new things from my teacher.</p> <p>3. I participate in class discussions &amp; activities.</p> <p>5. I ask for help when I do not know what to do.</p> <p>6. I know what to do when I'm feeling frustrated or upset with school work.</p> <p>10. I look forward to being back at Emblem.</p> <p>SEL Support Sanford Harmony SEL lessons providing structure, key vocabulary, and language Counselor SEL Class Meetings targeting student survey responses Teacher and Counselor Lunch Bunch opportunities (postponed due to COVID restrictions) Classrooms Meetings Themed Meetings - "Bring Your Pet to Meeting," "Special Visitor" Mentorship/Adoption program Awards Assemblies Student of the Month Awards Student Recognitions at Board Meetings Mindfulness Activities</p> <p>Academic Support Intervention Small group tutoring/support NextGen i-Ready CORE (postponed due to COVID restrictions) NEST Time (postponed due to COVID restrictions)</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Tom Cat - Classroom Amplification System</p> <p>PTA Subscriptions:</p> <ul style="list-style-type: none"> <li>*Padlet</li> <li>*Project Lead the Way</li> <li>Kahoot</li> <li>Ed Puzzle</li> <li>Seesaw</li> <li>Flipgrid</li> </ul> <p>School Spirit</p> <p>School pledge</p> <p>School song</p> <p>School Chant - Eagle, Eagle, Eagle . . . Soar! Soar! Soar!</p> <p>Spirit Weeks/Spirit Competitions</p> <p>Monday Morning Flag ceremony</p> <p>School Extra Curricular Opportunities</p> <p>PTA Sponsored Assemblies</p> <p>"Ello Emblem" (Morning Broadcast)</p> <p>Principal/Assistant Principal for the Day</p> <p>School Wide Art Project</p> <p>Halloween Parade</p> <p>Cardio Kids Running Club (postponed due to COVID restrictions)</p> <p>Read Across America</p> <p>Student Council Reps and Officers</p> <p>Art Sessions with Amy (postponed due to COVID restrictions)</p> <p>Field Trips (Virtual)</p> <p>Handball Tournament (postponed due to COVID restrictions)</p> <p>Basketball Tournament (postponed due to COVID restrictions)</p> <p>School Events (Fall Festival, Book Fairs, Family Nights, Esteem Expo, Reflections, Art Night, Career Day)</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Themed Weeks (Kindness Week, Anti Bullying Week) APEX Fun Run and other fundraisers (virtual) Santa's Visit Library Visits</p> <p>ESTEEM Opportunities STEMinars (postponed due to COVID restrictions) Makerspace (postponed due to COVID restrictions) Flight Suit Friday ESTEEM Expo (postponed due to COVID restrictions) 6th Grade Emporium (postponed due to COVID restrictions) Jr. Achievement (postponed due to COVID restrictions)</p> <p>RAP Focused Circle of Friends Autism Awareness Month and activities (Posters, Penny Wars, etc.)</p>			
<p>Strategies and Activities Responding to Student LCAP Questions: 13. My school is a safe place where bullying and disrespect are not tolerated, and are handled when reported. 15. At my school, students listen to and respect adults, and they follow the directions/rules. 19. Adults and students at my school intervene when they witness bullying. 25. When there is a problem at school, the students, parents, and staff (teachers, administrators, classified) work together to solve it.</p>		<p>Emergency Safety Supplies 4000-4999: Books And Supplies LCFF - Supplemental 14098</p> <p>PBIS support/incentive materials 4000-4999: Books And Supplies LCFF - Supplemental 14098</p> <p>PBIS support/incentive materials 4000-4999: Books And Supplies LCFF - Supplemental</p>	



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Strategies and Activities Responding to Student Survey (Thumbs Up/Down)</p> <p>7. I know how to get in touch with a trusted adult at school if I need help with anything</p> <p>Implement school-wide Character Counts &amp; PBIS programs</p> <p>Gold Tickets</p> <p>Student of the Month Award</p> <p>PBIS Materials and Strategies</p> <p>PBIS School Matrix</p> <p>PBIS Classroom Matrix</p> <p>Compliment Boards</p> <p>Monthly Pillar Focus</p> <p>Cultural diversity focus/activities (i.e., Black History Month)</p> <p>Assemblies (postponed due to COVID restrictions)</p> <p>Promote character building</p> <p>Promote anti-bullying education</p> <p>Monday Flag Ceremonies (postponed due to COVID restrictions)</p> <p>Ello Emblem Broadcast</p> <p>Autism Awareness</p> <p>Special Programs</p> <p>Circle of Friends</p> <p>Positive Behavior Intervention and Supports (PBIS)</p> <p>CHAMPS (Prescriptive PBIS)</p> <p>Other</p> <p>Student Council &amp; School Spirit</p> <p>Events/Competitions</p> <p>Classroom Meetings</p> <p>Counseling</p> <p>Class Meetings</p> <p>Anti-Bullying Campaign</p> <p>Red Ribbon Week</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teacher Parent Conferences (virtual)			
Safety			
Emergency Safety			
Supplies			
Provide Traffic Control			
Officer to improve traffic			
flow during arrival and			
dismissal times (as			
available)			
Crossing Guard to ensure			
student safety during			
morning drop off and			
afternoon pick-up			
Raptor			
Automatic Door Locks			
Student Valet (postponed			
due to COVID restrictions)			
Single Point Entry			
Automated Safety			
Messages			
Emergency Lockdown			
Switches			
FOB Door Locks			
Campus Supervisors for			
playground supervision			
Student Reminders to			
Reinforce School			
Expectations			
Monday Flag Ceremony			
"Ello Emblem" (Morning			
Broadcast)			
School newsletter about			
tardies and regular			
attendance			
Playground Rules Boards			
Positive Attendance			
Notify parents regularly of			
student attendance			
Meetings			
* SART			
* DART			
* SARB			

## Analysis

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

Some of our historical practices were intended to be carried out but were either done virtually or postponed due to COVID restrictions. Areas of focus such as chronic attendance were carried out with fidelity resulting in a steady decline and stagger of chronic absenteeism from Fall 2021 to Spring 2022.

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

In order to determine the overall effectiveness of the strategies outlined above, the average % of our expected outcomes was measured and compared to the average % of the actual outcome. Average expected outcome=79% and Average actual outcome= 74%. The actual outcome was determined by the LCAP Connectedness survey completed by our stakeholders and for the purpose of this goal, student responses were analyzed.

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

N/A

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

The implementation of strategies and activities will likely be conducted with fidelity in the 2022-2023 school year due to the anticipated lifting of COVID restrictions which impeded us in the 2021-2022 SY.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 3

Provide academic support for English Learners  
 1. Provide designated EL time for English Learners  
 2. Increase reclassification %  
 3. Demonstrate improvement within their band or move to the next level of language development in grades 1st-6th

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reclassification percentage	Increase reclassification by 25%	
Redesignate 25% of EL students	Reclassify at least 30 students	30 Students were reclassified in the 21-22 SY
English Learners will demonstrate improvement within their band or move to the next level of language development in grades 1st-6th	All students will demonstrate improvement within their band or move to the next level of language development in grades 1st-6th	Many students demonstrated improvement within their band or moved to the next level of language development in grades 1-6th.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
English Language Development  Instructional Strategies Visual supports are included in online lessons; visual examples EL Groups enrolled in classes by ELPAC level for targeted instructional practice Provide speaking and listening lessons for all ELs during school-wide, 30-minute block Incorporate modeling SDAIE techniques Total-physical response (TPR) Graphic organizers Front-loading strategies Sentence frames Use of manipulatives & realia Provide authentic speaking opportunities		Intervention Instructional Assistance 2000-2999: Classified Personnel Salaries District Funded  English Language Learner Materials 4000-4999: Books And Supplies District Funded	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Utilize Constructing Meaning strategies Picture supports with vocabulary lessons Promote Hands-on Lessons Encourage EL students to speak and contribute during lessons; modeling sentence structure - helping them to expand sentence usage Instruction Resources EL Achieve materials (Designated and Integrated EL Instruction) transitioning to Wonders Designated / Integrated ELD ELD standards to plan instruction Using cultural/diversity references, library media resources &amp; presentations Classroom placement - cluster students in classrooms by EL levels Different literature during SEL time (culturally diverse literature) Modeling communication via iPads (ProLoqQuo2Go) and visual supports - (RAP)</p> <p>EL Program Resources EL Achieve- transition to Wonders ELD Constructed Meaning Integrated ELD / Designated ELD</p> <p>EL Technology Resources Flipgrid Seesaw to promote speech - Incorporate academic language in responses and creating projects Rosetta Stone</p>			

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

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

## Analysis

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

The strategies and activities outlined above were carried out with fidelity as our students returned from school closures. Integrated and Designated ELD instruction were emphasized as part of the addressing of learning loss as described in Goal 4.

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

22 students were reclassified this year prior to the release of Spring 2022 ELPAC scores which will identify additional candidates for reclassification. While it was short of our 30 student goal, we anticipate we will meet this goal once ELPAC scores become available for the Spring 2022 administration period.

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

N/A

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.

Since these strategies were mostly effective, we will continue these activities and strategies into the 2022-2023 school year.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 4

To close the achievement / learning gap for “All Students” one or more grade level below in both ELA and Math.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
I-Ready Diagnostic 1- Fall 2021	I-Ready Diagnostic 3- Spring 2022	I-Ready Diagnostic 3- Spring 2022
ELA: 53% Met and Exceeded; 36% Nearly Met; 11% Not Met	ELA: 75% Met and Exceeded; 20% Nearly Met; 5% Not Met	ELA: 79% Met and Exceeded; 17% Nearly Met; 4% Not Met
Math: 33% Met and Exceeded; 55% Nearly Met; 12% Not Met	Math: 65% Met and Exceeded; 25% Nearly Met; 10% Not Met	Math: 73% Met and Exceeded; 23% Nearly Met; 3% Not Met

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
English Language Arts & Math		RTI Instructional Aide (See Goal 3) None Specified District Funded	
Collaborative Instructional Planning (CIP) Implement PLC protocols to monitor student progress (Essential standards, common assessments) Respond to the four essential questions: 1. What do we expect our students to learn? (Standards) 2. How do we know that they learned it? (Common Assessments) 3. What do we do if they don't learn it? (Rtl) 4. What do we do if they do learn it? (Extension) Plan Common Core State Standards (CCSS) Lessons Design Lessons/interventions to support “Socioeconomically Disadvantaged.”		Extra Duty Certificated 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500	
		Substitutes for Grade Level / Instructional Planning 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3584	



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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>*District Benchmarks</p> <p>*BPST - GRR (Reading specialist Professional Development through LACOE)</p> <p>*i-Ready</p> <p>*i-Ready Standards Mastery</p> <p>*NextGen Math</p> <p>*Teacher created assessments</p> <p>*Publisher created assessments</p> <p>*IABs</p> <p>*Common grade level performance-based assessments</p> <p>*Provide testing strategies</p> <p>*Ensure the use of embedded accommodations</p> <p>Attendance</p> <p>Continuous attendance Monitoring</p> <p>SART</p> <p>DART</p> <p>SARB</p> <p>Other Supports:</p> <p>Frequent Parent Contact</p> <p>District Purchased:</p> <p>Unique, Wonders ELA Curriculum, On-going professional development</p> <p>PTA Purchased: StarFall, BrainPop, BrainPop Jr., Dream Box</p> <p>School Program Purchases: Wonder Works, Read Works (Digital),</p> <p>Use of substitute teachers to allow classroom teachers to attend SST, 504, and IEP meetings</p> <p>1:1 Technology, Hot Spots if needed</p> <p>Incorporate math "Thinking Smarter" to develop Communication &amp; Reasoning skills on a daily/weekly basis</p>			

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

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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Music (virtual) In Class Field Trips (Placerita Nature Center, Captain Carl science) SCV Water Agency NASA Educational Materials</p> <p>Resources STEAM lab materials and supplies California Science Framework STEMscopes</p> <p>Technology Resources 1:1 Computing (upper grades) Interactive Flat Panel Document Cameras Tablets (ipad cart) Video Equipment Robotics Web Camera Zerotostem@weebly.com</p> <p>Partnerships/Grants LA Department of Water and Power Lockeed Martin Rocketdyne SCEEC (COC) SCV Education Foundation</p>			
<p>Social Science</p> <p>Adoption Process Emblem teachers to participate in Studies Weekly Pilot</p> <p>Collaborative Instructional Planning (CIP) Implement PLC protocols to monitor student progress (Essential standards, common assessments) Respond to the four essential questions:</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1. What do we expect our students to learn? (Standards)</p> <p>2. How do we know that they learned it? (Common Assessments)</p> <p>3. What do we do if they don't learn it? (Rtl)</p> <p>4. What do we do if they do learn it? (Extension)</p> <p>Design Lessons to promote higher DOK levels</p> <p>Design activities that include rigor and complexity</p> <p>Assessments Teacher-created assessments Publisher created assessment</p> <p>Professional Development On-going professional development offered by SUSD or outside agency (i.e. LACOE) On-going professional development at staff meetings Continued integration of Social Studies Framework</p> <p>Resources Social Studies Framework Cultural awareness and equity materials/programs Purchase supplies and materials to support learning Living Museum Field Trips (virtual) Scholastic News (Digital) Assemblies (postponed due to COVID restrictions) Engineering In Elementary Kits (EIE)</p> <p>Technology Resources 1:1 Computing Interactive Flat Panel Individual Chrome Books</p>			

## Analysis

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

The implementation of the MTSS / RTI model was implemented with fidelity to meet the academic needs of students post pandemic closures

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

We met and exceeded our goal in ELA and Math. Our ELA proficiency was 4% higher than anticipated and 8% higher in Math

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

District funded personnel and curriculum resources

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.

We will continue the same MTSS / RTI model for the 22-23 SY

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 5

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP Connectedness Survey 2021	Increased inclusion via targeted programs to meet the learning and socio-emotional needs of students and community members	
Question 8: My school is a safe place where bullying and disrespect are not allowed.	Increase to 94%	Strongly Agree / Agree 65%
Question 10: Adults and students at my school help when they see bullying or when they know that bullying happened.	Increase to 92%	Strongly Agree / Agree 65%
Question 11: The school rules and consequences (both positive & negative) are enforced equally for all students.	Increase to 90%	Strongly Agree / Agree 55%
Question 12: I see my family's culture represented in the school and the things I learn.	Increase to 68%	Strongly Agree / Agree 65%
Question 13: My school is welcoming to all people from the community regardless of differences (e.g., language, race, gender, disability, and culture) and respects/values those differences.	Increase to 99%	Strongly Agree / Agree 56%
Question 15: My school is a happy place where people (adults and students) are friendly, kind, and all people are part of the school events.	Increase to 93%	Strongly Agree / Agree 59%

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Supplemental resources are provided (i.e. literature, non-fiction, primary sources, videos, etc.) related to the various student groups represented in our school community to ensure that			



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students from traditionally underrepresented groups have access to positive depictions of their culture, gender, race, etc. to assist in creating a more inclusive and representative school learning environment.			
Culturally relevant / historical dates will be recognized and celebrated on campus and shared out to the community via classroom lessons, Eagle Flyer parent communication, assemblies, performances etc.			

## Analysis

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

Many activities as outlined in the goals and strategies were either conducted virtually or had to be postponed due to COVID. We anticipated additional events and family engagement activities in the 2022-2023 SY which will allow us to implement this goal further.

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

In order to determine the overall effectiveness of the strategies outlined above, the average % of our expected outcomes was measured and compared to the average % of the actual outcome. Average expected outcome=88% and Average actual outcome= 61%. The actual outcome was determined by the LCAP Connectedness survey completed by our stakeholders and for the purpose of this goal, student responses were analyzed.

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

N/A

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.

We anticipated additional events and family engagement activities in the 2022-2023 SY which will allow us to implement this goal further.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 6

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 6

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 7

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 7

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 8

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 8

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 9

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 9

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 10

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 10

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 11

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 11

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 12

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 12

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

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

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

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



# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	72,856.00

## Allocations by Funding Source

Funding Source	Amount	Balance
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# Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	50,856.00
Parent-Teacher Association (PTA)	22,000.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	4,084.00
2000-2999: Classified Personnel Salaries	4,576.00
4000-4999: Books And Supplies	42,196.00
None Specified	22,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,084.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4,576.00
4000-4999: Books And Supplies	LCFF - Supplemental	42,196.00
None Specified	Parent-Teacher Association (PTA)	22,000.00

# 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
Sahar Moshayedi	Principal
Lori Brink	Classroom Teacher
Kristin Cruz	Other School Staff
Fred Wachtel	Parent or Community Member
Amy Gamez	Parent or Community Member
Wynne Lee	Classroom Teacher
Kathleen Wolf	Parent or Community Member
Harry Perry III	Parent or Community Member
Abby Useywevu	Parent or Community Member
Jayme Rutter	Principal Other School Staff
Jeff Charton	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 17, 2022.

Attested:



Principal, Sahar Moshayedi, EdD on June 15, 2022



SSC Chairperson, Lori Brink (Chairperson) on October 18, 2021

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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](mailto: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 measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.



## **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