



# Anna Yates Elementary School

Jaguanana Lathan, Principal  
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## 2012-13 School Accountability Report Card

1070 41st Street,  
Emeryville, CA 94608  
(510) 601-4000 Ext. 1  
01 61168 6090492

Serving grades  
Kindergarten through Seven



Debra Lindo  
Superintendent

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### Principal's Message

The vision of Anna Yates Elementary is to provide a rigorous instructional program that develops the whole child in a safe and nurturing environment in partnership with home, school and community. Anna Yates is a small school, serving more than 450 students from kindergarten to eighth grade. We are organized into small learning communities where teachers work in grade-level collaborations and share their experience and strengths to ensure that all students receive the same curriculum and quality instruction. We also have specialized instructional support and training for our teachers in math, literacy, English language learning, and social equity so that every child receives the best possible opportunity for learning, growing, and experiences success.

Every student receives intensive instruction in English language arts and mathematics from teachers who have undergone special training in teaching these subjects. In addition, third through seventh grade students have science laboratory experience twice a week to research and explore state-adopted science standards. Students are also able to participate in the school's garden and nutrition. Anna Yates is also an arts integration school, offering visual arts, band, and Indian dance. Through our teaching staff, grant programs, and business and community volunteers, our students enjoy after school classes and clubs in visual and performing arts, sports and homework. Anna Yates has a full service library and computer lab where skills and curriculum are reinforced for kindergartners through eighth graders. Our school also has an invaluable partnership with the Emeryville Recreation Department that offers high quality educational and recreational activities that support and enhance our curriculum.

Anna Yates has a dedicated Parent Teacher Organization and Dad's Club. Both parent organizations participate in fundraising, volunteering in classrooms, and hosting family events. There are three PTO subcommittees - academic, fundraising, and hospitality; these committees provide a better support for the school. "Creating a sense of family" is a guiding principle that we strongly uphold. Students loop with their classroom teacher for two years. This allows our students and teachers to cultivate a sense of family and community, all the while allowing the teachers to gain great insight and meet the educational and social needs of the students.

We are proud to offer two different programs for our students. All Anna Yates students participate once a week in our school garden. The students learn how some animals, like worms, can be beneficial to our ecology. They recycle organic waste into compost, helping to conserve our natural resources. Through the effort of our students, the school garden has grown fresh fruits and vegetables throughout the year.

Twice a year we hold a cooking class for our students. They are taught to make healthy foods and learn the importance of good nutrition. Some of the products of our garden end up used by the students in the cooking class.

Anna Yates is fortunate to have a strong commitment from our parents and the Emeryville business community who donate money, time, and other resources to support our teaching staff and students. We are very grateful for the invaluable help and we recognize and appreciate this as a very unique situation.

In the 2012-13 school year, we had a perfect audit for attendance, record keeping, and budget record keeping.

### Data Sources

Data within the SARC was provided by Emery Unified School District, retrieved from the 2012-13 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

## District Vision Statement

### Our Vision and Purpose

The Emery Unified School District is committed to provide to each student a rigorous education in a welcoming, safe school environment that supports student learning and where there is tolerance, respect and engagement with people from different cultures, backgrounds, and beliefs.

### Our Guiding Principles

- We hold high academic, social and professional expectations
  - We create a sense of family
  - We inspire and support innovation to end racist and classist practices
- Our Goals for All Students
- All students will improve their academic performance each year
  - All students will be prepared for college and university studies
  - All students will experience a successful internship before they graduate
  - All students will exhibit strong critical thinking, problem solving, and creative skills
  - All students will demonstrate leadership skills and participate in community and public service
  - All students will exhibit advocacy for justice and principles that respect the dignity of all persons
  - All students will be fluent in a second language

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Anna Yates Elementary at (510) 601-4000 Ext. 1. The district's website [www.emeryusd.k12.ca.us](http://www.emeryusd.k12.ca.us) provides a variety of resources for parents, students and community members.

## Community & School Profile

Emeryville is a 1.2 square mile bustling urban city in the heart of the San Francisco Area, wedged between Berkeley, Oakland, and the Bay. Not unlike most Bay Area cities, the population of 9,000 residents and workforce of 25,000 daily commuters is divided culturally, ethnically, economically, and geographically.

Emery Unified School District (EUSD) had a total enrollment of 751 students during the 2012-13 school year. Anna Yates School started offering 8th grade in 2012-13. The district is made up of two schools, Anna Yates Elementary (K-8) and Emery Secondary School (9-12).

Emery has developed academic intervention courses, after school and summer opportunities, and a rich variety of visual and performing arts.

During the 2012-13 school year, 526 kindergarten through eighth grade students were enrolled at Anna Yates Elementary, with classes arranged on a traditional schedule. Student body demographics are shown in the chart.

Enrollment by Student Group	
2012-13	
	Percentage
African American	52.9%
American Indian	0.2%
Asian	12.0%
Filipino	1.1%
Hispanic or Latino	24.1%
Pacific Islander	0.4%
White	8.9%
Two or More	0.2%
None Reported	0.2%
English Learners	27.9%
Socioeconomically Disadvantaged	72.8%
Students with Disabilities	7.8%

## Discipline & Climate for Learning

Anna Yates Elementary School believes that meaningful learning must occur in a safe, disciplined, and positive environment. Students at Anna Yates Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others.

The goal of Anna Yates Elementary School's Second Step Violence Prevention Program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Anna Yates uses the Peacemakers system, a conflict managing program for children. Parents and students are informed of discipline policies at the beginning of each school year through the Student and Parent Handbook. The school sends out monthly news letters. Students that have attendance problems, discipline issues or slipping grades have additional parent meetings scheduled to find viable solutions.

The suspensions and expulsions table illustrates total cases for the school and district at all grade levels, as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions and expulsions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspensions	0	30	30	206	87	117
Suspension Rate	0.0%	6.7%	5.7%	26.5%	12.1%	15.6%
Expulsions	0	0	0	2	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.3%	0.0%	0.0%

## Recognition Programs

A well-developed student recognition program contributes to the positive environment at Anna Yates Elementary. The program includes recognition of all students who are attaining academic excellence and improving academic achievement, attitude, and attendance. It also includes:

- Civic Pride Award - Ten 6th and 7th grade students who are recognized for leadership and community service, partnered with Civic Pride for Award.
- African-American and Latino Male Students Award - Awarded to all students who achieve proficient or advanced scores on the CST. Designed to combat the historical nationwide high dropouts for those groups.

Students who demonstrate positive life skills, such as kindness and honesty, will receive a pencil and certificate at the end of each week. Teachers also choose students, who show exceptional academic achievement, life skills, and attitude, to become Student-of-the-Week.

## Extracurricular Activities & Athletics

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Extracurricular activities and clubs include, but are not limited to, the following:

- Music
- Art
- Dance
- Library Club
- Computer Lab
- Science Lab
- Gardening
- Cooking Classes
- Drama Club

## School Enrollment & Attendance

Regular attendance and punctuality are necessary parts of the learning process and are critical to academic success. In addition, school districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities including notification of when and why students are absent.

Regular daily attendance is a priority at Anna Yates Elementary School. Absence reports are regularly reviewed by the school's secretary. Parents are advised of absences through live phone calls, automated phone calls, and letters. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Board.

The chart illustrates the enrollment trend by grade level for the past three school years.

### Enrollment Trend by Grade Level

	2010-11	2011-12	2012-13
K	70	59	66
1st	64	66	60
2nd	54	66	66
3rd	56	50	64
4th	62	54	51
5th	61	56	55
6th	55	52	58
7th	0	45	54
8th	0	0	49

## Class Size

The chart shows average class size by grade level, as well as the number of classes offered in reference to their enrollment.

### Class Size Distribution

Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	11	12	13	11	12	13	11	12	13			
By Grade Level												
K	14	20	22	5	3	-	-	-	3	-	-	-
1	21	20	20	3	2	3	-	1	-	-	-	-
2	17	20	22	3	3	-	-	-	3	-	-	-
3	19	16	21	3	3	-	-	-	3	-	-	-
4	30	27	26	-	-	-	2	2	2	-	-	-
5	30	20	28	-	1	-	2	2	2	-	-	-
6	28	26	21	-	-	1	2	2	2	-	-	-

## Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Anna Yates Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

### CSR Participation

	2010-11	2011-12	2012-13
K	100%	100%	0%
1	100%	67%	100%
2	100%	100%	0%
3	100%	100%	0%

## Curriculum Development

All curriculum development in the Emery Unified School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the principals and teachers to align with the state standards, district goals, and the statewide assessment program.

## Instructional Materials (School Year 2013-14)

Emery Unified School District held a public hearing in Fall 2013, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in October 22, 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school during the current year.

### District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-6	Mathematics	McGraw-Hill	2008	Yes
K-6	Reading Language Arts	McGraw-Hill	2002	Yes
K-6	Science	Delta Education	2012	Yes
6th	Science	It's About Time	2008	Yes
K-6	Social Science/History	Pearson Scott Foresman	2006	Yes
K-6	Social Science/History	TCI	2006	Yes

## Library Information

The school's library, staffed by a full-time librarian, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before school and during recess. Two computer workstations within the library are connected to the Internet so students are able to access resources and information online.

## Computer Resources

All classrooms have at least three computers that are connected to the Internet. Anna Yates Elementary also has a computer lab with 32 computers. The computer lab is staffed by the full-time technology assistant. The school has SMART Boards in the Science Lab, and most classrooms have ELMOs. All classrooms have flat screen TVs with computer hookups. Computer skills and concepts are integrated throughout standard curriculum, which helps to prepare students for technological growth and other opportunities.

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Alameda County Public Libraries which contain numerous computer workstations. More information can be found at [www.aclibrary.org](http://www.aclibrary.org).

## California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period. This second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	49	53	49	39	41	44	54	56	55
Mathematics	57	62	50	36	40	38	49	50	50
Science	36	60	44	27	51	41	57	60	59
History/Social Science	*	*	40	24	26	31	48	49	49

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Standardized Testing and Reporting (STAR) Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). CST description and scores are reported in detail within the SARC.

The CMA is an alternate assessment based on modified achievement standards in English/language arts (ELA) for grades three through eleven; mathematics for grades three through seven, Algebra I and Geometry; and science in grades five and eight, Life Science in grade ten. This test is designed to assess students whose disabilities preclude them from achieving grade level proficiency of the California content standards with or without accommodations.

CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. Assessment covers ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten.

## California Standards Test (CST)

Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	44	38	41	31
School	49	50	44	40
African American/ Black	44	43	29	38
American Indian	*	*	*	*
Asian	50	73	*	*
Filipino	*	*	*	*
Hispanic or Latino	52	49	55	*
Pacific Islander	*	*	*	*
White	66	76	*	*
Males	47	54	47	48
Females	51	46	40	32
Socioeconomically Disadvantaged	47	46	39	37
English Learners	30	49	*	*
Students with Disabilities	23	29	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Federal Intervention Program (School Year 2013-14)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

## Federal Intervention Programs

	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2012-2013	2008-2009
Year in PI (2013-14)	Year 2	Year 3
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	100.0%

## Physical Fitness (School Year 2012-13)

In the spring of each year, Anna Yates Elementary is required by the state to administer a physical fitness test to all students in grades seven and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the Healthy Fitness Zone (HFZ).

## Percentage of Students in Healthy Fitness Zone

2012-13			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.1%	29.3%	37.9%
7	13.3%	24.4%	42.2%

## Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

2013 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	373	774	532	722	4,655,989	790
Black or African American	203	744	301	681	296,463	708
Asian	39	869	53	859	406,527	906
Hispanic or Latino	94	782	131	735	2,438,951	744
White	28	840	36	806	1,200,127	853
Socioeconomically Disadvantaged	318	772	450	723	2,774,640	743
English Learners	79	752	101	726	1,482,316	721
Students with Disabilities	41	580	54	506	527,476	615

API School Results			
	2010	2011	2012
Statewide	4	4	5
Similar Schools	7	3	10
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	8	35	-40
Black or African American			
Actual API Change	6	33	-38
Hispanic or Latino			
Actual API Change	42	9	-30
Socioeconomically Disadvantaged			
Actual API Change	-9	61	-33
English Learners			
Actual API Change	29	5	-57

## Adequate Yearly Progress (AYP) (School Year 2012-13)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		No	
Graduation Rate	N/A		N/A	

## Parent Involvement

Anna Yates Elementary School realizes the positive correlation between parent involvement and successful students. For this reason, Anna Yates continually searches for avenues to involve parents and community to participate in the education of our students.

Anna Yates Elementary School is committed to encouraging a strong parent-staff bond. This mutual involvement will help to promote the social, emotional and academic growth of the students. The entire staff is available to lend guidance, answer questions and provide assistance whenever the need arises.

Anna Yates is convinced that much of its success is the product of parent volunteers who take an active role in their children's education. The Parent-Teacher Organization (PTO) is charged with the responsibility of supporting the welfare of all students. Also, it provides additional financial support to various school functions, through annual fundraisers.

The Anna Yates' Dads Club has contributed countless hours of volunteer work and fundraising efforts. They constructed the greenhouse now in use by our school garden.

The Emery Education Foundation provides community partnerships with many local and non-local businesses and collaborates with the PTO for fundraisings, grants, and scholarships.

## Teacher Assignment

Emery Unified School District recruits and employs the most qualified credentialed teachers.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Teacher Credential Status			
	School			District
	10-11	11-12	12-13	12-13
Fully Credentialed	28	28	34	48
Without Full Credentials	1	0	0	0
Working Outside Subject	0	0	0	0

	Misassignments/Vacancies		
	11-12	12-13	13-14
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers (School Year 2012-13)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

## Staff Development

Staff development is supported for classroom implementation through Beginning Teachers Support and Assessment (BTSA) Support Providers. The district has offered two staff development "buy-back" days for the past three years. Topics reviewed during staff development days included Common Core curriculum, response to intervention and instruction, block schedule and rigorous instruction.

## Counseling & Support Staff (School Year 2012-13)

It is the goal of Anna Yates Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Anna Yates Elementary.

Anna Yates Elementary School teachers are sensitive to the unique needs of English Language Learner (ELL) students. ELL students are identified early and placed in classrooms where the teacher possesses the necessary certification for second language instruction (e.g. CLAD). All ELL students partake in at least 120 minutes of English Language Development per week.

Special Day Classes (SDC) are available for students with mild to moderate learning disabilities and severe handicaps. A-Z software is also available to assist students who have been identified as needing reading intervention.

## School Leadership

Leadership at Anna Yates Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. The 2011-12 school year marks the fifth year leadership duties were assumed by Principal Jaguanana Lathan. Principal Lathan has eleven years of total experience in education with seven years spent teaching and two years as vice-principal.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include the Instructional Leadership Team and the Parent-Teacher Organization.

The leadership team works with the principal and the instructional coach to plan professional development, exchange data, and promote teacher leadership.

	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
Bilingual Aide	2	2.0
Counselor Intern	1	0.5
Librarian	1	1.0
Nurse Intern	1	0.5
Psychologist	1	0.5
Resource Aide	1	1.0
Resource Teacher	1	1.0
SDC Aide	3	3.0
Special Day Class (SDC) Teacher	1	1.0
Speech and Language Specialist	1	0.5
Technology Aide	1	1.0

## School Facilities & Safety

Anna Yates Elementary was originally constructed in 1960 and is comprised of 19 classrooms, a multipurpose room/cafeteria, a library, a staff lounge, a science lab, a computer lab, and two playgrounds. A full art studio was added in the summer of 2012.

### Safety

The safety of students and staff is a primary concern of Anna Yates Elementary School. Visitors are required to check in at the school office upon arrival and required to return to the school office upon departure. During lunch, recesses, and before- and after-school, the principal, teachers, parent volunteers, and the sports-for-kids coach oversee students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year.

### Cleaning Process

The principal works daily with the full-time custodian and the district custodian to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. *The facilities report was not available at the time of publishing.*

School Facility Conditions				
Date of Last Inspection: 01/31/2013				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2012-13 school year the district allocated \$33,757.00 for the deferred maintenance program. This represents 0.03% of the district's general fund budget. The district's complete deferred maintenance plan is available for review at the district office. During 2012-13, the Emery Unified School District did not approve any deferred maintenance projects.



## Teacher & Administrative Salaries (Fiscal Year 2011-12)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, [www.cde.ca.gov](http://www.cde.ca.gov)

## School Site Teacher Salaries (Fiscal Year 2011-12)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2011-12 financial statements).

Average Teacher Salaries	
School & District	
School	\$67,504
District	\$63,700
Percentage of Variation	1.06%
School & State	
All Unified School Districts	\$58,606
Percentage of Variation	1.15%

## District Expenditures (Fiscal Year 2011-12)

Emery Unified School District spent an average of \$14,558 to educate each student (based on 2011-12 fiscal year audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

## District Revenue Sources (Fiscal Year 2012-13)

In addition to general state funding, Emery Unified School District receives state and federal funding for the following categorical funds and other support programs:

- School Safety & Violence Prevention
- Title III Limited English Proficiency
- SpEd Local Staff Development
- SpEd Preschool Staff Development
- SpEd Low Incidence
- SpEd Early Intervention
- Title II Teacher Quality
- CA Math & Science Partnership
- After School Learning
- Art & Music Block Grant
- Community Based Tutoring
- Teacher Recruitment and Student Support
- Lottery Instructional Materials
- Beginning Teacher Support & Assessment
- Supplemental School Counseling
- CA Peer Assistance & Review
- Staff Development Intensive Reading & Math
- Professional Development Block Grant
- Discretionary Block Grant – One-time
- SpEd IDEA
- TUPE Gr 4- 8
- Title II Ed Tech
- Title I
- CAHSEE
- CAHSEE Materials
- SpEd Preschool
- Title V Innovative Ed
- Economic Impact Aid
- Instructional Materials
- Special Education
- English Language Acquisition Program
- Pupil Retention Block Grant
- Art, Music, PE Block Grant
- Special Education Transportation
- Library & Technology Materials
- Staff Development Principal Training
- School & Library Improvement
- Instructional Materials – English Language Learners – One-time

## Average Salary Information Teachers - Principal - Superintendent 2011-12

	District	State
Beginning Teachers	\$58,076	\$38,390
Mid-Range Teachers	\$69,952	\$55,793
Highest Teachers	\$77,944	\$72,306
Elementary School Principals	\$104,009	\$88,846
Middle School Principals	-	\$92,801
High School Principals	\$91,910	\$95,916
Superintendent	\$178,500	\$116,026

## Salaries as a Percentage of Total Budget

Teacher Salaries	29.0%	34.0%
Administrative Salaries	11.0%	7.0%

## Expenditures per Pupil

School	
Total Expenditures Per Pupil	11,548
From Supplemental/Restricted Sources	2,138
From Basic/Unrestricted Sources	9,373
District	
From Basic/Unrestricted Sources	10,550
Percentage of Variation between School & District	88.8%
State	
From Basic/Unrestricted Sources	\$5,537
Percentage of Variation between School & State	-208.6%