



Anna Yates Elementary School

Diane Lang, Principal
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2014-15 School Accountability Report Card

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

Serving grades
Kindergarten through Eight



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Superintendent

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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

SARC Information

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Community & School Profile (School Year 2015-16)

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.

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 500 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. Our teachers have been extensively trained in math, literacy, English language learning, and social equity so that every child receives the best possible opportunity for learning, growing, and experiences success. Several of our teachers have worked with professors at Yale University to increase their teaching effectiveness.

Anna Yates is also an arts integration school, where a dedicated art teacher works with all students every week, and 20 volunteers from Pixar come to read with second grade students. Anna Yates also has a 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. Parents participate in fundraising, volunteering in classrooms, and hosting family events. "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.

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.

School Enrollment & Attendance (School Year 2014-15)

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			
	2012-13	2013-14	2014-15
K	66	67	63
1st	60	56	68
2nd	66	60	64
3rd	64	62	57
4th	51	59	64
5th	55	48	53
6th	58	51	35
7th	54	54	50
8th	52	49	50

The second chart illustrates the enrollment trend by ethnicity or student group for Anna Yates Elementary School.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	52.0%
Asian	9.7%
Filipino	1.6%
Hispanic or Latino	23.4%
Native Hawaiian or Pacific Islander	0.6%
White	12.1%
Two or More Races	0.6%
English Learners	24.8%
Socioeconomically Disadvantaged	73.4%
Students with Disabilities	7.7%
Foster Youth	0.6%

A. Conditions of Learning

State Priority: Basic

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

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

Highly Qualified Teachers (School Year 2014-15)

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". 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 39 percent or less.

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

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	30	26	29	46
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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

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 semester or year.

Misassignments/Vacancies			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2015-16)

Emery Unified School District held a public hearing on October 14, 2015 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 January, 2016 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	% Lacking
K-8	English/Language Arts	Curriculum Associates	2015	Yes	0.0%
7th	Mathematics	McDougal Littell	2004	Yes	0.0%
K-6	Mathematics	McGraw-Hill	2008	Yes	0.0%
8th	Mathematics	Pearson/Prentice Hall	2001	Yes	0.0%
K-6	Science	Foss Science Kits - Standards Aligned	2007	Yes	0.0%
6th-8th	Science	It's About Time	2008	Yes	0.0%
K-6	Social Science/History	Pearson Scott Foresman	2006	Yes	0.0%
K-8	Social Science/History	Teacher's Curriculum Institute	2006	Yes	0.0%

School Facilities & Safety (School Year 2015-16)

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

Cleaning Process

The principal works daily with the custodial staff 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. Data was collected in January, 2016.

School Facility Conditions				
Date of Last Inspection: 05/11/2015				
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			Drinking Fountains by Girls Restroom: Drinking fountains work well, but the handle is missing.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Artificial Turf Play Area: The artificial turf is in bad shape, the seams need repair, some worn/bare spots.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program)

California Standards Test (CST) - Science

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 table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science, for the most recent three-year period.

The 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.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	44	*	26	40	29	26	59	60	56

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

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	26
School	26
African American/Black	24
Hispanic or Latino	20
Males	19
Females	32
Socioeconomically Disadvantaged	20

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

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8) and math (grades 3-8).

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

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight.

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	24	27	44
Mathematics (Grades 3-8 and 11)	24	22	33

California Assessment of Student Performance and Progress - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts						Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level				Percent Achievement Level							
				One	Two	Three	Four	One	Two			Three	Four		
All Students	57	56	98.2	36	30	18	16	56	98.2	29	27	30	14		
Male	57	26	45.6	46	27	8	19	26	45.6	42	23	23	12		
Female	57	30	52.6	27	33	27	13	30	52.6	17	30	37	17		
Black or African American	57	31	54.4	48	29	13	10	31	54.4	39	29	16	16		
Asian	57	3	5.3	--	--	--	--	3	5.3	--	--	--	--		
Filipino	57	1	1.8	--	--	--	--	1	1.8	--	--	--	--		
Hispanic or Latino	57	15	26.3	20	47	20	13	15	26.3	20	20	47	13		
White	57	6	10.5	--	--	--	--	6	10.5	--	--	--	--		
Socioeconomically Disadvantaged	57	35	61.4	40	37	14	9	35	61.4	40	23	26	11		
English Learners	57	12	21.1	50	33	8	8	12	21.1	50	33	17	0		
Students with Disabilities	57	2	3.5	--	--	--	--	2	3.5	--	--	--	--		

California Assessment of Student Performance and Progress - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	62	61	98.4	59	21	15	5	61	98.4	34	38	25	3
Male	62	20	32.3	60	25	10	5	20	32.3	25	55	15	5
Female	62	41	66.1	59	20	17	5	41	66.1	39	29	29	2
Black or African American	62	33	53.2	61	21	15	3	33	53.2	42	27	27	3
Asian	62	5	8.1	--	--	--	--	5	8.1	--	--	--	--
Hispanic or Latino	62	15	24.2	73	7	20	0	15	24.2	20	60	20	0
White	62	8	12.9	--	--	--	--	8	12.9	--	--	--	--
Socioeconomically Disadvantaged	62	50	80.6	64	22	12	2	50	80.6	36	42	20	2
English Learners	62	13	21	85	15	0	0	13	21	38	54	8	0
Students with Disabilities	62	7	11.3	--	--	--	--	7	11.3	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	54	53	98.1	55	19	21	4	53	98.1	62	23	6	9
Male	54	23	42.6	61	17	13	4	23	42.6	61	22	13	4
Female	54	30	55.6	50	20	27	3	30	55.6	63	23	0	13
Black or African American	54	25	46.3	68	12	20	0	25	46.3	76	16	0	8
Asian	54	4	7.4	--	--	--	--	4	7.4	--	--	--	--
Filipino	54	2	3.7	--	--	--	--	2	3.7	--	--	--	--
Hispanic or Latino	54	15	27.8	60	20	13	7	15	27.8	53	27	7	13
Native Hawaiian or Pacific Islander	54	1	1.9	--	--	--	--	1	1.9	--	--	--	--
White	54	6	11.1	--	--	--	--	6	11.1	--	--	--	--
Socioeconomically Disadvantaged	54	34	63	65	18	15	0	34	63	71	21	6	3
English Learners	54	7	13	--	--	--	--	7	13	--	--	--	--
Students with Disabilities	54	5	9.3	--	--	--	--	5	9.3	--	--	--	--

California Assessment of Student Performance and Progress - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	37	36	97.3	53	33	14	0	37	100	70	16	11	3
Male	37	18	48.6	44	39	17	0	19	51.4	74	11	11	5
Female	37	18	48.6	61	28	11	0	18	48.6	67	22	11	0
Black or African American	37	17	45.9	65	29	6	0	17	45.9	76	24	0	0
Asian	37	2	5.4	--	--	--	--	2	5.4	--	--	--	--
Hispanic or Latino	37	12	32.4	42	25	33	0	12	32.4	50	17	25	8
White	37	5	13.5	--	--	--	--	6	16.2	--	--	--	--
Socioeconomically Disadvantaged	37	33	89.2	52	36	12	0	34	91.9	71	18	12	0
English Learners	37	7	18.9	--	--	--	--	8	21.6	--	--	--	--
Students with Disabilities	37	4	10.8	--	--	--	--	4	10.8	--	--	--	--

California Assessment of Student Performance and Progress - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	52	49	94.2	35	31	27	8	50	96.2	54	20	18	8
Male	52	24	46.2	46	21	25	8	25	48.1	60	16	16	8
Female	52	25	48.1	24	40	28	8	25	48.1	48	24	20	8
Black or African American	52	23	44.2	39	43	17	0	23	44.2	65	22	13	0
Asian	52	7	13.5	--	--	--	--	7	13.5	--	--	--	--
Filipino	52	0	0	--	--	--	--	1	1.9	--	--	--	--
Hispanic or Latino	52	12	23.1	25	17	42	17	12	23.1	50	17	17	17
White	52	7	13.5	--	--	--	--	7	13.5	--	--	--	--
Socioeconomically Disadvantaged	52	40	76.9	38	33	23	8	40	76.9	50	25	18	8
English Learners	52	4	7.7	--	--	--	--	4	7.7	--	--	--	--
Students with Disabilities	52	8	15.4	--	--	--	--	8	15.4	--	--	--	--

California Assessment of Student Performance and Progress - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	50	46	92	59	28	11	2	47	94	60	30	9	2
Male	50	22	44	64	32	5	0	23	46	57	35	9	0
Female	50	24	48	54	25	17	4	24	48	63	25	8	4
Black or African American	50	33	66	67	18	12	3	33	66	64	24	9	3
Asian	50	1	2	--	--	--	--	1	2	--	--	--	--
Filipino	50	1	2	--	--	--	--	1	2	--	--	--	--
Hispanic or Latino	50	10	20	--	--	--	--	10	20	--	--	--	--
White	50	1	2	--	--	--	--	2	4	--	--	--	--
Socioeconomically Disadvantaged	50	33	66	58	30	9	3	33	66	61	30	6	3
English Learners	50	0	0	--	--	--	--	1	2	--	--	--	--
Students with Disabilities	50	6	12	--	--	--	--	6	12	--	--	--	--

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2014-15)

In the spring of each year, Anna Yates Elementary is required by the state to administer a physical fitness test to all students in grade five. 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 2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.3%	24.5%	58.5%
7	10.0%	30.0%	48.0%

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent & Community Involvement (School Year 2015-16)

Anna Yates Elementary School realizes the positive correlation between parent involvement and successful students. For this reason, Anna Yates Elementary School 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.

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) provides a variety of resources for parents, students and community members.

State Priority: School Climate

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

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

Discipline & Climate for Learning

Anna Yates Elementary School believes that meaningful learning must occur in a safe, disciplined, and positive environment. Students at the school are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of school's Second Step Program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

Anna Yates Elementary School 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. Students that have attendance problems, discipline issues or slipping grades have additional parent meetings scheduled to find viable solutions.

The table displays the suspensions and expulsions figures for the school and district, as well as the percentage of total enrollment (number of students suspended divided by total enrollment). Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	1.8%	2.6%	0.7%	0.0%	0.0%	0.0%
District	4.6%	3.6%	1.3%	0.1%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Recognition Programs

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

Students who demonstrate positive life skills, such as kindness and honesty, will receive a 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:

- Art
- Computer Lab
- Science Lab
- Drama Club

Safe School Plan (School Year 2014-15)

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, were last reviewed with school and district staff in September, 2015.

D. Other SARC Information

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

School Leadership

Leadership at Anna Yates Elementary is a responsibility shared between 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.

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.

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 days for the past three years.

Counseling & Support Staff (School Year 2014-15)

It is the goal of Anna Yates Elementary School 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.

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. Students with mild to moderate learning disabilities spend a large amount of their day in general education classrooms.

The counselor-to-pupil ratio is 1:504. The table lists the support service personnel available to students. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Aide	2	2.0
Counselor Intern	5	1.05
Librarian	1	1.0
Nurse	1	0.75
Psychologist	1	0.6
Resource Teacher	4	3.0
Speech and Language Specialist	1	1.0

Adequate Yearly Progress (AYP) (School Year 2014-15)

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.
- 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, district and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		N/A		Yes	

Federal Intervention Program (School Year 2015-16)

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 (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 (2015-16)	Year 2	Year 3
# of Title I Schools Currently In PI	-	2
% of Title I Schools Currently In PI	-	100.0%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
K	22	22	21	-	-	1	3	3	2	-	-	-
1	20	19	23	3	3	-	-	-	3	-	-	-
2	22	20	21	-	-	-	3	-	3	-	-	-
3	21	21	19	-	-	3	3	1	-	-	-	-
4	26	30	32	-	-	-	2	2	2	-	-	-
5	28	24	27	-	-	-	2	2	2	-	-	-
6	29	26	18	-	-	2	2	2	-	-	-	-
7	27	27	25	-	-	-	-	-	2	-	-	-
8	26	25	25	-	-	-	-	-	2	-	-	-

Teacher & Administrative Salaries (School Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year.

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.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$53,927	\$38,953
Mid-Range Teachers	\$73,449	\$57,103
Highest Teachers	\$77,944	\$74,127
Elementary School Principals	\$104,009	\$90,225
High School Principals	\$91,910	\$97,758
Superintendent	\$178,500	\$117,803
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	34.0%
Administrative Salaries	11.0%	7.0%

School Site Teacher Salaries (Fiscal Year 2013-14)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$66,578
District	\$65,366
Percentage of Variation	1.1%
School & State	
All Unified School Districts	\$59,460
Percentage of Variation	12%

District Revenue Sources (Fiscal Year 2014-15)

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
- SpEd IDEA
- Title III Limited English Proficiency
- SpEd Local Staff Development
- SpEd Preschool Staff Development
- Title I
- SpEd Low Incidence
- SpEd Early Intervention
- Title II Teacher Quality
- SpEd Preschool
- After School Learning
- Special Education
- Lottery Instructional Materials
- Beginning Teacher Support & Assessment
- Common Core Standards – One-time Funds

District Expenditures (Fiscal Year 2013-14)

The Expenditures Per Pupil 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, is 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>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$12,673
From Supplemental/Restricted Sources	\$1,929
From Basic/Unrestricted Sources	\$10,744
District	
From Basic/Unrestricted Sources	\$11,806
Percentage of Variation between School & District	-9.0%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	100.9%