



Anna Yates Elementary School

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2016-2017 School Accountability Report Card

1070 41st Street,
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(510) 601-4000 Ext. 1
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Serving grades
Kindergarten through Eight



Dr. John Rubio
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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.

DataQuest

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

Community Profile (School Year 2017-18)

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.

School Enrollment & Attendance (School Year 2016-17)

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.

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

Enrollment Trend by Grade Level

	2014-15	2015-16	2016-17
K	63	86	63
1st	68	47	74
2nd	64	69	42
3rd	57	59	63
4th	64	57	55
5th	53	64	53
6th	35	55	66
7th	50	36	60
8th	50	51	32

Enrollment by Student Group

2016-17

	Percentage
Black or African American	51.4%
American Indian or Alaska Native	1.8%
Asian	9.4%
Filipino	1.6%
Hispanic or Latino	20.7%
Native Hawaiian or Pacific Islander	1.4%
White	11.6%
Two or More Races	2.0%
EL Students	25.8%
Socioeconomically Disadvantaged	70.7%
Students with Disabilities	7.5%
Foster Youth	0.8%

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.

Teacher Assignment

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

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.

Teacher Credential Status

	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	29	28	29	42
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments/Vacancies

	15-16	16-17	17-18
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 2017-18)

Emery Unified School District held a public hearing on October 11, 2017 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 November, 2017 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%

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.

School Facilities & Safety (School Year 2017-18)

Anna Yates Elementary and Anna Yates Middle School are now housed at the new Emeryville Center of Community Life (ECCL), constructed in 2016, and comprised of 20 classrooms, 3 math/science lab classrooms, a multipurpose room/cafeteria, a library, a full art studio, and two playground areas.

Cleaning Process

The principal works daily with the Director of Facilities 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.

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 November, 2017.

School Facility Conditions				
Date of Last Inspection: 04/26/2017				
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			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. Because this was a pilot year, no Science scores will be disclosed.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015-16 and 2016-17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	24	29	--	27	30	--	44	48
Mathematics (Grades 3-8 and 11)	--	24	27	--	22	26	--	34	36
Science (Grades 5, 8, and 10)	--	26	22	--	26	25	--	56	54

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress - Grade 3							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	60	58	96.67	37.93	58	96.67	43.1
Male	29	27	93.1	33.33	27	93.1	44.44
Female	31	31	100	41.94	31	100	41.94
Black or African American	28	26	92.86	26.92	26	92.86	26.92
Hispanic or Latino	13	13	100	46.15	13	100	61.54
Socioeconomically Disadvantaged	44	43	97.73	34.88	43	97.73	41.86
English Learners	22	22	100	27.27	22	100	45.45

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 2016-17)

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			
2016-17			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.4%	30.8%	38.5%
7	16.9%	27.1%	39.0%

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

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.

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.

Parent & Community Involvement (School Year 2017-18)

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

Anna Yates 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.

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 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 and Middle School use the Peacemakers system, a conflict management 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		
	14-15	15-16	16-17	14-15	15-16	16-17
School	0.73	3.09	2.57	0.00	0.00	0.00
District	1.32	3.94	3.09	0.00	0.00	0.00
State	3.79	3.65	3.65	0.09	0.09	0.09

Safe School Plan (School Year 2017-18)

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, 2017.

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.

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 2016-17)

It is the goal of Emery Unified 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 counselor to pupil ratio is 1:254. The table lists the support service personnel available. 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	2	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

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					
	15	16	17	15	16	17	15	16	17			
By Grade Level												
K	21	22	16	1	1	4	2	3	-	-	-	-
1	23	16	25	-	3	-	3	-	3	-	-	-
2	21	23	21	-	-	-	3	3	2	-	-	-
3	19	20	21	3	2	1	-	1	2	-	-	-
4	32	29	28	-	-	-	2	2	2	-	-	-
5	27	32	27	-	-	-	2	1	2	-	1	-
6	18	26	31	2	3	1	-	20	1	-	-	12
By Subject Area												
English	-	16	23	-	4	2	-	2	2	-	-	-
Mathematics	-	17	30	-	3	-	-	2	2	-	-	-
Science	-	17	23	-	3	2	-	2	2	-	-	-
Social Science	-	17	23	-	3	2	-	2	2	-	-	-

Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017–18 school year. LEAs and schools that received Title I, Part A funds for the 2016–17 school year and were “In PI” in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require LEAs or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of “Not in PI” for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of “Not in PI” for the 2017–18 school year.

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	Year 2	Year 3
# of Title I Schools Currently In PI	-	2
% of Title I Schools Currently In PI	-	100.0%

District Expenditures (Fiscal Year 2015-16)

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.

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	-8.9%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	89.3%

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>.

District Revenue Sources (Fiscal Year 2016-17)

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

- SpEd IDEA
- Title III Limited English Proficiency
- Title II Teacher Quality
- After School Learning
- SpEd Preschool
- Lottery Instructional Materials
- Special Education
- Title I

Teacher & Administrative Salaries (School Year 2015-16)

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		
2015-16		
	District	State
Beginning Teachers	-	\$41,164
Mid-Range Teachers	-	\$61,818
Highest Teachers	-	\$84,567
Elementary School Principals	-	\$96,125
Middle School Principals	-	\$103,336
High School Principals	-	\$101,955
Superintendent	-	\$126,855
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.0%	32.0%
Administrative Salaries	12.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2015-16)

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	\$69,033
Percentage of Variation	-3.6%
School & State	
All Unified School Districts	\$60,705
Percentage of Variation	9.7%