

# Emery Unified School District

## Anna Yates Elementary School

### 2018-2019 School Accountability Report Card

*Published in the 2019-2020 School Year*

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#### School Information

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#### Emery Unified School District

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#### Board of Education

Barbara Inch, *President*  
Brynnda Collins, *Vice President*  
Susan Donaldson, *Clerk*  
Sarah Nguyen, *County Representative*  
Cruz Vargas, *Member*

#### District Administration

Dr. Quiauna Scott  
*Superintendent*  
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Mila Kell  
*Director,  
Instructional Programs*

Dora Siu  
*Director,  
Fiscal Resources*

Marian Harrell  
*Director,  
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Dr. Karen Steele  
*Executive Director,  
Special Services*

#### 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/>.
- 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.
- To view our SARC online, please visit our website or scan the QR code to the right.

POINT YOUR PHONE



CAMERA HERE

#### 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).

#### 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

## School Profile (School Year 2019-20)

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 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. 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.

## School Enrollment

The charts illustrates the enrollment trends by grade level and student group.

**Enrollment Trend by Grade Level**

Grade Level	Enrollment
K	
1st	
2nd	
3rd	
4th	
5th	
6th	
7th	
8th	
Total	

**Enrollment by Student Group**

Student Group	Percentage
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
EL Students	
Socioeconomically Disadvantaged	
Students with Disabilities	

## 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.

	Teacher Credential Status			District 19-20
	School 17-18	School 18-19	School 19-20	
Fully Credentialed	29	33		
Without Full Credentials	0	0		
Teaching Outside Subject Area of Competence (with full credential)	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**

	17-18	18-19	19-20
Misassignments of Teachers of English Learners	0	0	
Misassignments of Teachers (other)	0	0	
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	
Vacant Teacher Positions	0	0	

## School Facilities (School Year 2019-20)

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 December 2018.

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

### Instructional Materials (School Year 2019-20)

Emery Unified School District held a public hearing on October 11, 2018 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 December, 2018 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%

### 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 and paper-pencil 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 an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

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.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

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)			
Mathematics (Grades 3-8 and 11)			
Science (Grades 5, 8, and 10)			

The second 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							
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							
Male							
Female							
Black or African American							
Hispanic or Latino							
White							
Two or More Races							
Socioeconomically Disadvantaged							
English Learners							
Students with Disabilities							

Note: ELA and Mathematics 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 (Priority 8):

- Pupil outcomes in the subject area of physical education

## Physical Fitness (School Year 2018-19)

In the spring of each year, the schools of Emery Unified are required by the state to administer a physical fitness test to all students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. The table displays by grade level the percent of students at the school meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			

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

## 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 Involvement (School Year 2019-20)

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.

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.

### 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.

## Suspensions and Expulsions

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
School		
District		
State		

## Safe School Plan (School Year 2019-20)

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in September 2018. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

- Safe Schools' Plan of Action
- Comprehensive disaster and crisis plan
- State and local discipline policies
- Intervention programs for at-risk students
- Addressing student aggression
- Visible authoritative presence on campus
- Safe transportation
- Communication strategies
- Conflict resolution

## 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.

## 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	
By Grade Level				
K				
1				
2				
3				
4				
5				
6				
Other				
By Subject Area				
English				
Mathematics				
Science				
Social Science				

## 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).

## 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.

### Professional Development

17-18	18-19	19-20
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Number of school days dedicated to Staff Development and Continuous Improvement
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## Counseling & Support Staff (School Year 2018-19)

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 1:256. 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

## District Revenue Sources (Fiscal Year 2018-19)

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 2017-18)

The figures shown in the table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

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.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

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	
From Supplemental/Restricted Sources	
From Basic/Unrestricted Sources	
District	
From Basic/Unrestricted Sources	
Percentage of Variation between School & District	
State	
From Basic/Unrestricted Sources	
Percentage of Variation between School & State	

## School Site Teacher Salaries (Fiscal Year 2017-18)

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	
District	
Percentage of Variation	
School & State	
All Unified School Districts	
Percentage of Variation	

## Teacher & Administrative Salaries (Fiscal Year 2017-18)

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).

Average Salary Information Teachers - Principal - Superintendent		
	District	State
Beginning Teachers		
Mid-Range Teachers		
Highest Teachers		
Elementary School Principals		
Middle School Principals		
High School Principals		
Superintendent		
Salaries as a Percentage of Total Budget		
Teacher Salaries		
Administrative Salaries		