

# School Accountability Report Card



## South Bay Union School District

Carol Parish, Ed.D, Superintendent

Board of Trustees: Elvia Aguilar • Chris Brown • Nick Inzunza • Althea F. Jones • David Lopez

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## Summary for School Year 2008-2009

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# Emory Elementary School

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**Jil Palmer, Principal**

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### MISSION STATEMENT

*Emory School staff is committed to the principle that all, regardless of race, class, or economic status are entitled to an equal chance and to the tools for developing their individual powers of mind and spirit to the utmost. Our goals include teaching our students to develop independent thinking and reasoning skills; reading comprehension and enjoyment; verbal and written communication skills; basic math and science skills; an interest in and appreciation of the humanities and arts; and to value diversity and individual differences.*

## SCHOOL OVERVIEW

### SCHOOL DESCRIPTION

Emory Elementary School is one of 12 schools in the South Bay Union School District. Emory currently serves approximately 700 students. The school is located on 10 acres of land and has 36,897 sq. ft. of permanent and 12,480 sq. ft. of temporary classrooms. Student support services at Emory include, but are not limited to: speech; resource specialist; psychologist; nurse; and library staff. The library houses 10 computers for student use. Additionally, 28 classrooms are equipped and using Promethean interactive whiteboard systems. Promethean systems are a world-class tool for learning, which engages all students, allowing them the opportunity to learn and grow as individuals.

### OPPORTUNITIES FOR PARENTAL INVOLVEMENT

Emory welcomes participation and support from parents and community. For information on opportunities for school involvement, please contact the school office at (619) 628-5300.

### ENROLLMENT (2008-09 SCHOOL YEAR)

Grade Level	Enrollment
Kindergarten	82
1	63
2	83
3	118
4	99
5	112
6	99
<b>Total Enrollment</b>	<b>656</b>

### ENROLLMENT BY GROUP (2008-09 SCHOOL YEAR)

Group	Percent of Students
African-American	4%
Amer. Indian or Alaska Native	1%
Asian	2%
Filipino	12%
Hispanic or Latino	70%
Pacific Islander	1%
White (Not Hispanic)	10%
Multiple or No Response	0%
Socio-economically Disadvantaged	67%
English Learners	32%
Students with Disabilities	10%

**AVERAGE CLASS SIZE**

The table below displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.2	4	1	19.3	3		19.8	4				
1	20.0	5		19.5	4		19.8	4				
2	19.6	4	1	20.0	5		20.0	5				
3	18.3	6		19.2	5		19.3	6				
4	24.8	1	3	28.0		3	31.3		2	1		
5	30.2		5	32.0		1	28.8		3	1		
6	28.5		4	32.0		3	29.0		2			
K-3				20.0	2							
3-4												
4-8				29.0		2	28.0		2			

**SCHOOL CLIMATE**

**SCHOOL SAFETY PLAN**

South Bay Union School District has developed a Crisis Response Box for each of its school sites. Each box contains a comprehensive Emergency Procedural Guidelines binder specific to each site. The binder includes state required disaster procedures such as, but not limited to, bomb threat, earthquake, fire, medical emergency, missing student, and shootings. Evacuation maps, evacuation sites, key phone numbers, district/site communication plan, are just a few of the elements included within the plan. South Bay reviewed plan with site administration August, 2009. School sites conduct various types of drills on a regular basis throughout the year and record the exercise on the Emergency Drills Record form, which is submitted to the district office each December.

**SUSPENSIONS AND EXPULSIONS**

This table displays the rate of suspensions and expulsions (the total number of incidents divided by total enrollment) for both Emory and district.

Rates for the most recent three-year period.	Emory Elem.			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions Rate	.6	1.0	0.6	7.4	4.1	4.4
Expulsions Rate	0	0	0	0	0	0.1

**SCHOOL FACILITIES**

**SCHOOL FACILITY CONDITIONS AND IMPROVEMENTS**

Emory’s enrollment is at student capacity. Security is bolstered by the presence of a security resident who lives on the property and inspects the property during nights and weekends to prevent vandalism and theft. In addition, surveillance cameras are located throughout the campus.

District Maintenance and Custodial staff take great care in ensuring that all schools are clean, safe, and functional. Lawns are mowed on Saturdays in an effort to minimize any classroom disturbances. Cleaning schedules are developed by the Principal and the Facilities Director to guarantee daily cleaning of campus. Restroom facilities are inspected three times a day by the Head Custodian to ensure they are fully stocked and in full working order. Any needed repairs are addressed in a timely manner. Copies of inspections are available at the school and facilities offices.

The Head Custodian also performs a safety inspection on a monthly basis. The monthly report is submitted to the facilities office. Regular and preventative maintenance is ongoing. The district employs a computerized online work order system for efficiency and better record keeping.

As per Education Code, the district is required to include in this document, a description of any needed maintenance to ensure good repair as specified in statute. "Good Repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a Facilities Inspection Tool (FIT) developed by the State of California Office of Public School Construction (OPSC). The FIT will evaluate the conditions at a school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the conditions at each school on a scale of "exemplary," "good," "fair," or "poor." The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

**SCHOOL FACILITIES GOOD REPAIR STATUS**

Emory Elementary was built in 1937. The following table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. The areas listed below, as in need of repair, are minor and expected to be completed during winter break.

Item Inspected	Repair Status				Repair Needed Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		✓			
<b>Interior:</b> Interior Surfaces		✓			(CR11) Wide drawer has no back (CR13) Broken drawer (CR34) Dusty AC vents and ceiling tiles (Trailer old care) Dusty AC vent and ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		✓			
<b>Electrical:</b> Electrical		✓			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		✓			
<b>Safety:</b> Fire Safety, Hazardous Materials		✓			
<b>Structural:</b> Structural Damage, Roofs		✓			
<b>External:</b> Playgrounds/School Grounds, Windows/Doors/Gates/Fences		✓			(K1) Seven broken windows on west and south side

**OVERALL SUMMARY OF SCHOOL FACILITY GOOD REPAIR STATUS**

At the time of the above inspection on December 4, 2009, the average ranking for Emory Elementary was 98.98%, giving the school a rating of "Good." The rating is determined by the average of the 15 categories addressed above. Below are the percentages, descriptions, and ratings, as per the Facilities Inspection Tool (FIT).

Percentage	Description	Rating
99%-100%	The school meets most of all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY

Percentage	Description	Rating
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

## TEACHERS

### TEACHER CREDENTIALS

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

	Emory Elementary			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	37	34	33	409
Without Full Credential	0	0	0	2

### TEACHER MISASSIGNMENTS AND VACANT POSITIONS

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

	2007-08	2008-09	2009-10
Missassignments of Teachers of English Learners	1	0	0
Total Teacher Missassignments	1	0	0
Vacant Teacher Positions	0	0	0

### CORE ACADEMIC CLASSES TAUGHT BY NO CHILD LEFT BEHIND COMPLIANT TEACHERS (2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school and district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Emory Elementary	96.9	3.1
All Schools in District	99.7	0.3

## SUPPORT STAFF

### ACADEMIC COUNSELORS AND OTHER SUPPORT STAFF (2008-09)

The table below displays, in units of full-time equivalents (FTE), the number of support staff who are assigned to Emory Elementary.

Title	FTE	Title	FTE
Library Media Teacher (Librarian)	0	Nurse	.4

Title	FTE
Library Media Services Staff (paraprofessional)	1.0
Psychologist	.5
Social Worker	0

Title	FTE
Speech/Language/Hearing Specialist	.7
Resource Specialist (non-teaching)	1.0
Other: Impact Teachers	0

## **CURRICULUM AND INSTRUCTIONAL MATERIALS**

### **QUALITY, CURRENCY, AND AVAILABILITY OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

The South Bay Union School District sets a high priority on providing sufficient textbooks to support each school's instructional program. Adoptions are conducted on a six to eight year cycle by subject, in an effort to ensure textbooks are always current. All adopted textbooks and instructional material programs meet state standards and have been adopted by the State Board of Education and South Bay Union governing board.

The availability of sufficient state-adopted and standards-aligned textbooks for each pupil, including English learners, for use in class and to take home are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education in all core curriculum areas.

The following information is current as of January 2010.

Subject	Textbook or Instructional Material	Adoption Year	% of Pupils lacking their own textbook and/or instructional materials
Reading	Grades K-6: Houghton Mifflin – <u>Legacy of Literacy/Lectura</u> (English and Spanish)	Adopted for Implementation 2003-04	0%
Reading Intervention	Grades 4-6: Reading Intervention Spris West – <u>Language!</u> Core Replacement	Adopted for Implementation 2007-08	0%
English Language Development (ELD) Program	Grades K-6: SRA: <u>Language for Learning, Language for Thinking, Language for Writing</u>	Adopted for Implementation 2005-06	0%
Mathematics	Grades K-6: Harcourt School Publishers – <u>California HSP Math, 2009</u> (English and Spanish)	Adopted for Implementation 2009-10	0%
Science	Grades K-6: MacMillan/McGraw-Hill <u>California Science</u> (English and Spanish)	Adopted for Implementation 2007-08	0%
History-Social Science	Grades K-5: Scott Foresman <u>History-Social Science for California</u> (English and Spanish)  Grade 6: Houghton Mifflin <u>History/Social Science</u> (English and Spanish)	Adopted for Implementation 2007-08	0%
Visual and Performing Arts			0%

## **SCHOOL FINANCES**

### **EXPENDITURES PER PUPIL AND SCHOOL SITE TEACHER SALARIES (FISCAL YEAR 2007-08)**

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures per Pupil	Expenditures per Pupil (Restricted)	Expenditures per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,222	\$3,575	\$6,525	\$74,145
District	N/A	N/A	\$6,592	\$68,959
Percent Difference – School and District	N/A	N/A	(1.02%)	10.91%
State	N/A	N/A	\$5,512	\$67,082
Percent Difference – School and State	N/A	N/A	18.38%	14.59%

### **TYPES OF SERVICES FUNDED (2008-09)**

**GATE** (Gifted and Talented Education)

**Title I, Part A** (Targeted Assisted/Educationally Disadvantaged Students)

**Title II, Part A** (Teacher Quality)

**Title II, Part D** (Technology)

**Title III, Part A** (English Language Learners)

**Title IV** (Safe and Drug Free Schools)

**SLIP** (School and Library Improvement)

**EIA** (English Learners & Disadvantaged Students)

**TUPE** (Tobacco Use Prevention Education)

### **TEACHER & ADMINISTRATIVE SALARIES (FISCAL YEAR 2007-08)**

The table below displays district-level salary information 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 a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average
Beginning Teacher Salary	\$39,325	\$41,866
Mid-Range Teacher Salary	\$65,323	\$68,220
Highest Teacher Salary	\$82,425	\$86,536
Average Elementary Principal Salary	\$113,808	\$107,858
Superintendent Salary	\$170,379	\$178,938
Percent of Budget for Teacher Salary	45.50%	42.10%
Percent of Budget for Administrative Salaries	4.70%	5.50%

## STUDENT PERFORMANCE

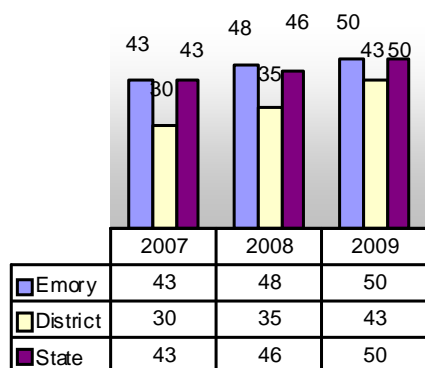
### CALIFORNIA STANDARDS TEST

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. In K-6 districts, the CSTs include English-language arts (ELA) and mathematics for grades 2-6, and science for grade 5. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding CST results can be found at the California Department of Education website at <http://star.cde.ca.gov> or by speaking with the school principal.

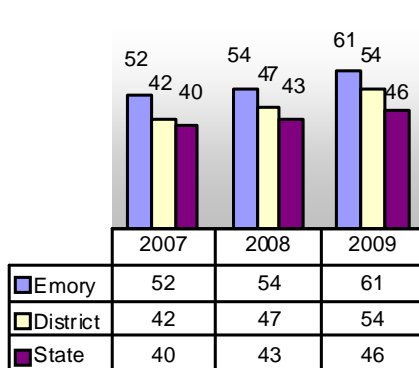
### CALIFORNIA STANDARDS TEST RESULTS FOR ALL STUDENTS – THREE-YEAR COMPARISON

The following graphs illustrate the percentage of students achieving at the proficient or advanced levels in English language arts, mathematics, and fifth grade science.

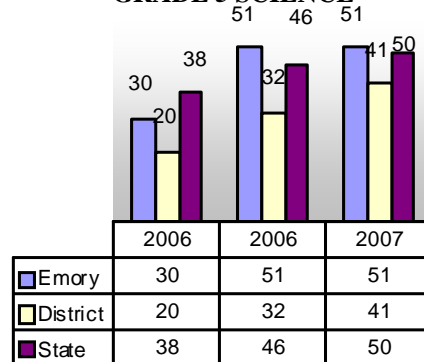
**ENGLISH LANGUAGE ARTS**



**MATHEMATICS**



**GRADE 5 SCIENCE**



### CALIFORNIA STANDARDS TESTS RESULTS BY STUDENT GROUP – MOST RECENT YEAR

This 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.

GROUPS	Percent of Students Scoring Proficient or Advanced		
	ENGLISH LANGUAGE ARTS	MATHEMATICS	GRADE 5 SCIENCE
African-American	45	50	
Filipino	79	89	73
Hispanic or Latino	45	56	44
White (not Hispanic)	56	65	67
Economically Disadvantaged	42	53	42
English Learners	23	44	23
Students w/Disabilities	18	20	45

### CALIFORNIA PHYSICAL FITNESS TEST

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Fifth grade students at Emory Elementary tested in February 2009. The percent of Emory students meeting the healthy fitness zone on all six fitness standards for the test administered February 2008 was 10.0%. Detailed information regarding this test may be found at <http://www.cde.ca.gov/ta/tg/pf/>.

## **ACCOUNTABILITY**

### **ACADEMIC PERFORMANCE INDEX**

The **Academic Performance Index (API)** is an annual measure of academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found at CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### **API RANKS – THREE YEAR COMPARISON**

This table displays the school’s statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

<b>ACADEMIC PERFORMANCE INDEX</b>			
	<b>2006</b>	<b>2007</b>	<b>2008</b>
Statewide API Rank	6	6	6
Similar Schools API Rank	6	7	6

### **API CHANGES BY STUDENT GROUP – THREE-YEAR COMPARISON**

The table below displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score.

<b>ACADEMIC PERFORMANCE INDEX</b>				
<b>GROUP</b>	<b>Actual API Change</b>			<b>Growth API Score</b>
	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009</b>
All Emory Students	-14	15	19	802
Hispanic or Latino	-2	19	30	779
Socioeconomically Disadvantaged	-3	15	15	757
English Learners	-18	21	47	753

### **ADEQUATE YEARLY PROGRESS**

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE website <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

### **AYP OVERALL AND BY CRITERIA**

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

ADEQUATE YEARLY PROGRESS 2008-09		
AYP Criteria	Emory	District
Overall	Yes	No
Participation Rate – ENGLISH LANGUAGE ARTS	Yes	Yes
Participation Rate – MATHEMATICS	Yes	Yes
Percent Proficient – ENGLISH LANGUAGE ARTS	Yes	No
Percent Proficient – MATHEMATICS	Yes	Yes
API (as additional indicator for AYP)	Yes	Yes

**FEDERAL INTERVENTION PROGRAMS**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE website at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal. The following table reports the Program Improvement status for Emory Elementary.

INDICATOR	Emory	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in PI		8
Percent of Schools Currently in PI		66.7

**INSTRUCTIONAL PLANNING & SCHEDULING**

**PROFESSIONAL DEVELOPMENT**

The South Bay Union School District academic calendar includes four full days and thirty-eight minimum days (early release Wednesdays) that are dedicated to staff development. The four full days are placed at the start of the academic school year, while the minimum days occur throughout the year. In addition, teachers at all school sites receive a minimum of five days of release time to meet with grade level teams. Professional Learning Communities (PLCs) are at the heart of all staff development, ensuring a deeper implementation of effective instructional strategies, driven by student achievement data.