Ralph Waldo Emerson Elementary School

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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Garvey School District
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School Description

Emerson Elementary School is located in the City of Rosemead near its border with the City of Monterey Park. It is home to approximately 478 students in Transitional Kindergarten through 6th grade as well as a Head Start program. Emerson Elementary is a Title I school comprised of a diverse student body: Asian-American students make up approximately 60.5%, Latino/Hispanic students make up approximately 34.7%, American Indian or Alaska Native students make up 0.6%, Students of Two or More Races make up 0.4%, and White students make up just over 2%. Just over 50% of Emerson students are English Learners. Approximately 89.6% are Socioeconomically disadvantaged.

There are currently 18 certificated classroom teachers, an EL Interventionist, an RSP teacher, a part-time counselor, and a part-time school psychologist at Emerson. Emerson teachers are determined to provide instruction and utilize classroom practices that will positively impact student achievement, especially in English Language Arts and Math. They are determined to offer students an authentic 21st century education characterized by technology integration, STEM, computer science, student leadership, and visual and performing arts. English learners are a major focus at Emerson. Teachers and staff consistently discuss and implement best practices, techniques, and strategies that will help close the achievement gap and help EL students qualify for reclassification.

EMERSON ELEMENTARY SCHOOL MISSION: The students of Emerson Elementary School will learn academic skills, moral and ethical values, and a respect for diversity. These skills and values will enable them to be strong leaders who can work together to share their thoughts and ideas to provide creative solutions in an ever-changing society.

EMERSON ELEMENTARY SCHOOL VISION:

Each member of the Emerson community contributes to a safe, positive, and respectful learning environment where:
- All students can succeed and meet their maximum potential as lifelong learners
- All staff members strive to make a positive difference in all students' lives
- Leadership and creativity are encouraged and supported
- All staff members guide students to make good choices

EMERSON ELEMENTARY SCHOOL THEORY OF ACTION:

1. ENVIRONMENT & CULTURE

If we create a safe, welcoming, supportive school environment that honors diversity, removes obstacles, and emphasizes positive outcomes for students, then we will establish a culture of collaboration, strong relationships, and pride in our school.

2. CHARACTER

If we emphasize positive character traits, follow the 7 Habits, and provide leadership opportunities, then students will become compassionate, confident, productive global citizens.

3. LEARNING

If we promote a growth mindset, foster creativity, and teach students to work hard and persevere, then they will become determined, self-driven, intrinsically-motivated, adaptable critical thinkers and problem solvers.

4. RELEVANCE

If we focus on the whole child, incorporate Project-Based Learning and interest-based activities, and emphasize the joy of learning, then we will build happy, independent, lifelong learners who are inspired to teach themselves.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an 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 web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	76
Grade 2	73
Grade 3	74
Grade 4	60
Grade 5	62
Grade 6	59
Total Enrollment	478

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.6
Asian	60.5
Filipino	0.8
Hispanic or Latino	34.7
White	2.3
Two or More Races	0.4
Socioeconomically Disadvantaged	84.1
English Learners	50.4
Students with Disabilities	6.1
Foster Youth	0.4
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 Credentials for Ralph Waldo Emerson	17-18	18-19	19-20
With Full Credential	20	21	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Garvey School District	17-18	18-19	19-20
With Full Credential	♦	♦	211
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Ralph Waldo Emerson Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Garvey School District adheres to California Education Code which requires that each student, including English Learners and those in special day classes, have a State-adopted, standards-based textbook/application for use in the defined subject areas of English/reading/language arts, history-social science, mathematics, and science. Students must be assigned a single textbook/application in each subject that they can use both at home and in class. Instructional materials at Garvey School District support the curriculum, the California frameworks and California Standards, and instructional strategies; comply with California Education Code requirements regarding the evaluation of materials; and are deemed appropriate for the grade, ability, language proficiency, and maturity level of students being taught.

Textbooks and Instructional Materials
Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Company, TK-6 Benchmark Advance, 2015 Student Textbook and Work-text (TK-6) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton Mifflin Harcourt, Go Math! 2014 – Student Textbook and Work-text (Tk-6) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Delta Education - FOSS Next Generation Delta Education, FOSS Next Generation K-8, 2018 Student Textbook and Work-text (TK-8) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Pearson Scott Foresman, Scott Foresman History-Social Science Program for California, 2006 – Student Textbook/Work-text (TK-5) Holt, Rinehart, Winston & Oxford University Press, Ancient Civilizations, 2005 – Student Textbook (Gr. 6) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Based on a recent site inspection conducted during the month of January 2020, school grounds, classrooms, offices, cafeteria, library and restrooms were all found to be in good condition. No repairs were needed. Ongoing maintenance and upgrading efforts will be made to ensure proper facility management.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 01/02/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 15: Speech Room:
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Speech Room:
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	49	59	56	59	50	50
Math	47	59	54	58	38	39

Note: Percentages are not calculated when the number of students tested 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: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	26.2	19.7	26.2

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Pupil outcomes in the subject areas of physical education.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	269	258	95.91	58.53
Male	147	143	97.28	53.15
Female	122	115	94.26	65.22
American Indian or Alaska Native	--	--	--	--
Asian	168	159	94.64	71.07
Filipino	--	--	--	--
Hispanic or Latino	88	86	97.73	36.05
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	226	97.00	56.64
English Learners	196	187	95.41	55.61
Students with Disabilities	23	22	95.65	4.55
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	269	267	99.26	59.18
Male	147	147	100.00	55.10
Female	122	120	98.36	64.17
American Indian or Alaska Native	--	--	--	--
Asian	168	167	99.40	72.46
Filipino	--	--	--	--
Hispanic or Latino	88	87	98.86	36.78
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	232	99.57	57.76
English Learners	196	196	100.00	56.12
Students with Disabilities	23	22	95.65	4.55
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
•   Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Emerson Elementary provides multiple avenues for parents to become involved at the school. There are annual Back to School Night and Open House events, monthly Coffee with the Principal meetings, legally compliant English Language Advisory Committee (ELAC) and School Site Council meetings, student showcases/performances, and an annual Halloween parade. In addition, Emerson provides an introductory English class for parents and a monthly story time event for students in TK-2nd grade (and their parents.

Parents, guardians, and community members are an integral part of the support system for Garvey School District students and have a multitude of ways in which they can get involved to contribute to students' educational experience. Maintaining constant communication with their child's teacher(s), attending Parent/Teacher Conferences, participating in Back-to-School Night and Open House, staying informed through notices, memos, phone calls, newsletters are other examples of involvement.

In accordance with Title 1 regulations, our school jointly develops with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and engage in a partnership to help children achieve the State's high standards.

There are ample opportunities for parents to participate in the governance of the school by joining any of the many committees such as School Site Council, ELAC, School Advisory Committee, and District Level Committees as well.

The purpose of the ELAC (English Learner Advisory Committee) is to advise the principal and school staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement. Representatives from this group attend monthly DAC/DELAC meetings facilitated by Learning Support Services.

The SSC (School Site Council) is a team of the principal, teachers, other school personnel, parents, students, and community members who are elected that develop the mission and goals for the improvement of an individual school community. School Site Council evaluates the effectiveness of the school plan and revises it based on data collected throughout the year. This group meets once a month.

In addition, parents can take advantage of the numerous parent workshops that are provided by Learning Support Services, held at the District Parent Center (IPO) on topics from parenting, academic achievement, children's social emotional needs, to school funding. It is always a pleasure to welcome parents/guardians to student performances, student recognition assemblies, and school functions and events. We appreciate your support and partnership."

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Emerson Elementary School has a comprehensive School Safety Plan that is reviewed annually by the School Site Council. It was last updated and reviewed in Fall 2019. The plan details measures to be taken by staff and students during emergencies. The plan is continually revised to meet changing needs. The school handbook covers school expectations using the Positive Behavioral Interventions & Support (PBIS) matrix. The parent/student handbook is available online to students and parents. In addition, classroom PBIS matrices are posted and implemented. Emerson Elementary School consistently conducts fire drills, earthquake drills, evaluation drills, lock-down drills, and general disaster drills.

The district provides a Saturday School program in which students receive instruction in school law, self-esteem and conflict resolution.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.2	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.2	1.3	1.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	956.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.5
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		4		25		4		25		3	
1	25		3		24		3		19	3	1	
2	24		3		23		3		24		3	
3	23		3		23		3		25		3	
4	33		1	1	33			2	30		2	
5	29		2		30		2		31		2	
6	31		1	2	26		3		30		2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		3	3

Garvey District is committed to providing high quality professional learning for administrators, teachers, classified staff and parents that is aligned to the District's Mission and Vision. District teachers and support staff participate in Professional Development Days that are driven by student achievement data, staff learning needs, and research-based best practices. Four District-wide days of professional learning and collaboration for 2018-2019 are concentrated around our academic and whole-child focus areas with an emphasis on English Learners, Foster Youth, and Low-income Pupils. These focus areas are in direct alignment with federal, state, and district student achievement academic goals. Additionally, they drive effective instructional interventions to promote students' academic growth. Each site's professional development plan is designed collaboratively to address identified student achievement and staff needs that are aligned to the District's focus areas as indicated in each site's School Plan for Student Achievement (SPSA).

The District's Teachers on Special Assignment (TOSA) facilitate trainings, model best practices, and conduct sessions on lesson design and delivery of District focus areas, and other site and District instructional initiatives. A team of TOSAs and veteran teachers serve as the District's teacher support program mentors for Garvey's Teacher Induction Program for participating teachers in the process of clearing their credential. These programs support the training, development, and retention of high quality teachers using current research on effective teaching and grounds what they are learning in daily practices. Garvey administrators, teachers, and TOSAs also engage in regular Professional Learning Community opportunities to grow and learn collaboratively with peers."

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,635	$49,378
Mid-Range Teacher Salary	$81,786	$77,190
Highest Teacher Salary	$102,081	$96,607
Average Principal Salary (ES)	$117,548	$122,074
Average Principal Salary (MS)	$124,423	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$191,311	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$4,638	$627	$4,011	$69,059
District	N/A	N/A	$4,597	$85,086.00
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-12.7	-10.1
School Site/ State	-25.0	-5.4

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The school provides a wide range of programs and supplemental services to meet the learning needs of individual students in order to develop their full potential.

They include:
1) the standards-based core programs for all students that are supported by the district adopted curricular materials; and
2) supplemental services for identified students that are funded by programs such as special education, Gifted and Talented Education (GATE), and other categorical programs, including programs for below grade level students, English learners and Migrant Education students.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.