Emory Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Emory Elementary School
Street	1915 Coronado Avenue
City, State, Zip	San Diego, CA 92154
Phone Number	(619) 628-5300
Principal	Don Visnick, Interim
Email Address	dvisnick@sbusd.org
Website	www.sbusd.org
County-District-School (CDS) Code	37-68395-6040489

Entity	Contact Information
District Name	South Bay Union
Phone Number	(619) 628-1600
Superintendent	Dr. Katie McNamara
Email Address	kmcnamara@sbusd.org
Website	www.sbusd.org

School Description and Mission Statement (School Year 2019-20)

MISSION STATEMENT

Our mission is to empower students to be civic and service-minded individuals by developing their leadership skills and inspiring them to serve others. Our students make the world a better place.

At Emory, we grow great leaders who dream more, learn more, achieve more, become more!

SCHOOL OVERVIEW

Emory Elementary School (grades TK - 6) is located in San Diego, California. Our student enrollment is approximately 510 students. The school plan is the result of a coordinated effort involving the Emory Elementary School faculty, support staff, and parents/guardians in collaboration with key South Bay Union District leadership personnel.

Emory Elementary serves a diverse student population. The predominant ethnic group is Hispanic with a population of 71%. Other ethnicities include 6% white, 5% african American, 6% identify as two or more races and 12% asian, Filipino, or Pacific Islander. 35% of these students are English Language learners. 76% of our students qualify for free and or reduced lunch and 69% of Emory Students are included in the "unduplicated count".

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	73
Grade 1	75
Grade 2	71
Grade 3	77
Grade 4	75
Grade 5	72
Grade 6	91
Total Enrollment	534

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.5
Asian	0.4
Filipino	10.9
Hispanic or Latino	71.9
Native Hawaiian or Pacific Islander	0.4
White	6.7
Two or More Races	5.2
Socioeconomically Disadvantaged	73.4
English Learners	35.4
Students with Disabilities	11.2
Homeless	4.3

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	25	23	22
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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)

Year and month in which data were collected: September 2019

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 September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK: Houghton Mifflin, Splash! Adoption/implementation 2012-13 K-8:Units of Study for Reading, Writing and Classroom Library, Heinemann Adoption/Implementation 2018-19	Yes	0
Mathematics	Grades K-5: Houghton Mifflin Harcourt School Publishers, California Math Expressions, 2014 (English and Spanish) Adoption/implementation 2014-15 6th-8th CPM Educational Program, Core Connections Course 1-3, 2013 (English) Adoption/implementation 2014-15	Yes	0
Science	Grades K-6: MacMillan/McGraw-Hill California Science (English and Spanish) Adoption/implementation 2007-08	Yes	0
History-Social Science	Grades K-5: Scott Foresman History-Social Science for California (English and Spanish) Adoption/implementation 2007-08 Grade 6: Houghton Mifflin History/Social Science (English and Spanish) Adoption/implementation 2007-08	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

OVERALL SUMMARY OF SCHOOL FACILITY GOOD REPAIR STATUS

At the time of the above inspection on October 30, 2019, the average ranking for Emory Elementary was 93.26%, 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).

Please note that all needed repairs or deficiencies identified in the October FIT report have been completed and/or resolved.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 10/30/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	K/2-Ceiling tiles by rear window (killz). CR2-Stains in ceiling tiles (killz). Girls RR by CR2-Patch holes in ceiling (by light). Boys RR by CR2- Patch holes on ceiling (by light). CR3-Missing ceiling tiles, loose ceiling tiles and killz. CR4- Loose ceiling tiles and killz. CR4-Refrigerator and microwave. CR5- Killz ceiling tile by flag. CR6- Loose ceiling tiles by door. CR9- Microwave. CR11- Loose ceiling tile. CR13-Patch holes where TV was. Girls RR by CR14- Broken light switch cover. CR16-Wall base needs to be reattached (backroom). CR24- Patch wall. CR27- Patch wall by door. CR30- killz ceiling tile/replace ceiling tile (2) 2x7 rough.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	K/1-Drinking fountain stays open. Boys RR by CR2-Loose toilet seat. Girls RR by CR14-Water faucet not working. G/B RR by RSP RM- Boys:Broken soap dispenser. W/M RR by RSP Rm-Womans loose toilet seat big stall
Safety: Fire Safety, Hazardous Materials	Good	Girls RR by CR2- Peeling paint on wall behind door. CR4-Chemicals under sink. CR9-Evacuation map missing. CR9- Chemicals under sink. CR9- Peeling paint by teachers desk. CR13-Chemicals under sink.Boys RR by CR14- Peeling paint by light. CR16- Missing evacuation map.CR17- Missing evacuation map. Boys RR by CR17- Peeling paint on first stall. CR18- Missing evacuation map. CR20-Missing evacuation map/Williams paper. CR25- Missing evacuation map.CR26-Evacuation map. CR28-Missing evacuation map. CR29-Electrical panel covered. G/B RR by RSP Rm- Girls:Peeling paint by light. W/M RR by RSP Rm- Womens: Peeling paint(door). W/MRR by RSP Rm- Men:Peeling paint door.
Structural: Structural Damage, Roofs	Good	CR6- Door frame coming loose(south side).
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	44	46	36	36	50	50
Mathematics (grades 3-8 and 11)	38	40	29	30	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	315	311	98.73	1.27	46.30
Male	150	149	99.33	0.67	42.28
Female	165	162	98.18	1.82	50.00
Black or African American	14	14	100.00	0.00	71.43
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	38	38	100.00	0.00	60.53
Hispanic or Latino	227	224	98.68	1.32	41.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	18	18	100.00	0.00	50.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	15	14	93.33	6.67	64.29
Socioeconomically Disadvantaged	231	228	98.70	1.30	42.11
English Learners	148	145	97.97	2.03	42.76
Students with Disabilities	43	41	95.35	4.65	21.95
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	315	313	99.37	0.63	39.94
Male	150	149	99.33	0.67	46.98
Female	165	164	99.39	0.61	33.54
Black or African American	14	14	100.00	0.00	50.00
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	38	38	100.00	0.00	63.16
Hispanic or Latino	227	226	99.56	0.44	34.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	18	18	100.00	0.00	27.78
Two or More Races	15	14	93.33	6.67	71.43
Socioeconomically Disadvantaged	231	230	99.57	0.43	35.22
English Learners	148	147	99.32	0.68	29.25
Students with Disabilities	43	41	95.35	4.65	21.95
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.3	14.8	8.2

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.

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)

Emory welcomes participation and support from parents and community. An annual LCAP survey is administered to get parent feedback on how Emory can increase parent involvement and provide a welcoming environment to all students, parents, and family members. For information on opportunities for school involvement, please contact the school office at (619) 628-5300.

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.8	0.5	0.9	0.9	0.9	0.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. School staff reviewed plan on August 7, 2019. Emory conducts 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.

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.

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	23		3		25		3		24		3	
1	24		2		22		3		25		3	
2	25		3		26		2		22		3	
3	15	4	1		19	2	3		25		3	
4	28		3		28		2		30		2	
5	30		3		28		3		29		3	
6	32		3		28		4		30		3	
Other**	12	1							9	1		

*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.

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

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.5
Other	1.7

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7682.01	1292.60	6389.42	91534.63
District	N/A	N/A	9860.58	$85,055.00
Percent Difference - School Site and District	N/A	N/A	-42.7	5.1
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	-15.7	6.2

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 (Fiscal Year 2018-19)

- Title I, Part A (School-wide/Educationally Disadvantaged Students)
- Title III, Part A (English Language Learners)
- ASES (After School Education and Safety Programs)
- LCFF (Base)
- Lottery (6300 - Restricted)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,372	$45,741
Mid-Range Teacher Salary	$74,374	$81,840
Highest Teacher Salary	$100,072	$102,065
Average Principal Salary (Elementary)	$133,527	$129,221
Average Principal Salary (Middle)	$0	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$267,719	$224,581
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	16

Based upon a survey of school data, parent, student and staff needs, the school site council and site leadership team determined the professional development focus for the Emory staff will include, but not be limited to a focus on balanced literacy pedagogy, student centered professional learning communities and positive behaviors interventions and supports. Emory teachers have numerous opportunities to participate in professional development. Prior to the school year starting, teachers have two days built in to their schedule. Throughout the year, 35 minimum days and 1.5 hours per week are scheduled for professional development. Additionally, professional development is offered during school holidays, after school and on weekends. Staff participate in conferences within and outside the District, book clubs, and interactive lectures. District supported Teachers on Special Assignment and principal coach mentor during and outside the school day.