



Charles G. Emery Elementary School

8600 Somerset Street • Buena Park, CA 90621 • (714) 521-5134 • Grades K-6

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2017-18 School Accountability Report Card Published During the 2018-19 School Year

Buena Park Elementary School District

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District Governing Board

Irene Castaneda, President
Barbara Michel, Clerk
Jerry Frutos, Member
Jason Chong, Member
Rhodia Shead, Member

District Administration

Dr. Ramon Miramontes
Superintendent
Mr. Richard Holash
**Assistant Superintendent,
Administrative Services**

Principal's Message

I'd like to welcome you to Charles G. Emery Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Charles G. Emery Elementary School provides a rigorous and caring environment where students are actively involved in learning academics, as well as positive values. All students receive a standards-based, challenging curriculum from dedicated professional staff. We are committed to providing a safe learning environment that promotes academics, social development and acts of kindness. We strive to inspire students to value their learning and apply it to their future.

Parent involvement is highly encouraged and we welcome input that supports our school community. Numerous opportunities are available for parents to participate on committees, school events, and as classroom volunteers. Together, through our hard work, our students will be challenged to reach their maximum potential.

Vision Statement:

Emery students will be inspired to be responsible for their learning and become great thinkers, scholars and citizens.

Mission Statement

We, the members of the Charles G. Emery School community, along with the Buena Park School District community, are dedicated to providing all students with the educational, social, and technological skills needed to successfully experience and contribute to the world around them. We will engage parents and community members as full partners to help our children develop the abilities to work with others to make responsible decisions and continue to learn and grow throughout their lives. Building on our children's talents, our small, diverse community will celebrate each child's growth in a safe, healthy, and information-rich environment.

School Profile

Charles G. Emery Elementary School is located in the central region of Buena Park and serves students in grades transitional kindergarten through six following a traditional calendar. During the 2017-18 school year, 650 students were enrolled, including 12% in special education, 33% qualifying for English Language Learner support, and 50% qualifying for free or reduced price lunch. Charles G. Emery Elementary School is both a California Distinguished School and a National Blue Ribbon School.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	106
Grade 1	89
Grade 2	76
Grade 3	104
Grade 4	93
Grade 5	82
Grade 6	105
Total Enrollment	655

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.0
Asian	40.0
Filipino	6.0
Hispanic or Latino	38.6
Native Hawaiian or Pacific Islander	0.2
White	9.5
Socioeconomically Disadvantaged	51.5
English Learners	31.6
Students with Disabilities	12.1
Foster Youth	0.5

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			
Charles G. Emery Elementary School	16-17	17-18	18-19
With Full Credential	32	30	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Buena Park Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	225
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Charles G. Emery Elementary	16-17	17-18	18-19
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 2018-19)

On Monday, September 24, 2018, the Buena Park School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #18-07 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of September 2018.

Textbooks and Instructional Materials Year and month in which data were collected: 9/24/2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Houghton Mifflin, English Language Development Program Adopted 2012</p> <p>Houghton Mifflin, Houghton Mifflin English Adopted 2006</p> <p>Houghton Mifflin, California Reading Adopted 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Glencoe/McGraw-Hill, Glencoe California Mathematics & Algebra 1: Concepts, Skills & Problem Solving Adopted 2009</p> <p>Harcourt School Publishers, Harcourt Math © 2002 Adopted 2002</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Harcourt School Publishers, California Science Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Holt, Rinehart and Winston, Holt California Social Studies: World History, Ancient Civilizations Adopted 2006</p> <p>Pearson Scott Foresman, Scott Foresman History-Social Science for California Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Charles G. Emery Elementary School's original facilities were built in 1961; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

The following improvements have been completed:

- All police and fire departments now have site access through Knox lock padlocks and lock box
- Remodel restrooms (portables)
- New fence on east side of campus.

- Repair sewer line.
- Install building letters.
- Added additional hydration station.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Charles G. Emery Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria/kitchen setup & cleanup
- Exterior cleaning
- Restroom cleaning
- Event set up

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed.

The evening custodians are responsible for:

- Classroom cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Deferred Maintenance

Charles G. Emery School participates in the State School Deferred Maintenance program, which provides matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating and air, electrical, painting, flooring, asphalt, wall systems, and underground tanks.

Facilities Inspection

The district's maintenance department inspects Charles G. Emery Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Charles G. Emery Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place November 20, 2018. Deficiencies noted in the school inspection survey were corrected in a timely manner by the district's maintenance department. During fiscal year 2017-2018, restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 11/20/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
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

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	57.0	67.0	41.0	44.0	48.0	50.0
Math	59.0	59.0	37.0	37.0	37.0	38.0

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

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

School Year 2017-18 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	365	364	99.73	66.76
Male	197	196	99.49	57.14
Female	168	168	100.00	77.98
Black or African American	--	--	--	--
Asian	152	152	100.00	82.89
Filipino	23	23	100.00	86.96
Hispanic or Latino	130	130	100.00	45.38
White	38	37	97.37	67.57
Two or More Races	12	12	100.00	50.00
Socioeconomically Disadvantaged	177	177	100.00	55.37
English Learners	172	171	99.42	62.57
Students with Disabilities	34	33	97.06	15.15
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 2017-18 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	366	363	99.18	59.23
Male	197	195	98.98	55.9
Female	169	168	99.41	63.1
Black or African American	--	--	--	--
Asian	152	151	99.34	81.46
Filipino	23	23	100	82.61
Hispanic or Latino	130	130	100	32.31
White	39	37	94.87	54.05
Two or More Races	12	12	100	50
Socioeconomically Disadvantaged	177	177	100	45.2
English Learners	173	171	98.84	54.97
Students with Disabilities	35	33	94.29	18.18
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 2018-19)

Emery School appreciates parent involvement and encourages parents to participate in their child's education. This might include volunteering in the classroom, participating in a parent group, attending school events and supporting students at home.

In order to keep parents informed of upcoming events and school activities our school utilizes emails, flyers, the school marquee, school newsletters, and the school website. Please contact the school office at (714) 521-5134 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

- Classroom Helper
- Fundraising Activities
- School Events
- Translation (English/Spanish/Korean)
- Workroom Assistants
- Room Parent

Committees:

- English Learner Advisory Council
- District English Learner Advisory Council
- School Site Council
- EAGLES
- District Advisory Council

School Activities:

- Student Performances

Jog-A-Thon
 School Carnival
 Holiday Programs
 Read Across America
 Field Trips
 Running Club
 Trunk or Treat
 Red Ribbon Week

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

The Comprehensive School Site Safety Plan was developed for Charles G. Emery Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.4	1.6	0.3
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.0	3.7	2.5
Expulsions Rate	0.0	0.1	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.72
Social Worker	0
Nurse	.14
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	23	24	2			3	5	5			
1	25	22	23				4	3	3			
2	28	21	25		1		3	4	3			
3	28	23	25				4	4	4			
4	28	27	23				4	3	4			
5	21	26	24	1			3	4	3			
6	30	21	27		1	1	3	3				3
Other		8	10		1	2						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

All training and curriculum development activities at Charles G. Emery Elementary School revolve around the California State Content Standards and Frameworks. During the 2016-17, 2017-18, and 2018-19 school years, Charles G. Emery Elementary School held staff development devoted to:

- Common Core Standards
- Writing Workshop
- Technology use in the classroom
- Digital Citizenship
- CAASPP
- CAST

* ELD

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Charles G. Emery Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions such as 1) a supplement to site-based staff development, 2) reinforcement of or follow-up to previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2017-18 school year, Charles G. Emery Elementary School's teachers attended the following events hosted by the Buena Park School District:

- English Learners Strategies
- Balanced Literacy
- Implementation of the Common Core State Standards in Math
- Next Generation Science Standards
- Using iPads in the Classroom (including Pages, Keynote, iMovie, and iBook)
- Footsteps2Brilliance
- Positive Behavior Intervention Systems (PBIS)
- Classroom Management
- MathSpace Training
- Discovery Science Training
- TechBook Training
- STEM Training
- Explore EBook Training
- Project Based Learning
- Assessment and Data Analysis

Charles G. Emery Elementary School offers support to new and veteran teachers. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department and site supervisors and district representatives.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,183	\$48,064
Mid-Range Teacher Salary	\$84,647	\$75,417
Highest Teacher Salary	\$105,576	\$94,006
Average Principal Salary (ES)	\$127,559	\$119,037
Average Principal Salary (MS)	\$136,015	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$238,213	\$183,692
Percent of District Budget		
Teacher Salaries	38.0	36.0
Administrative Salaries	7.0	6.0

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

Types of Services Funded

For the 2017-18 school year, Buena Park School District spent an average of \$12,338 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares 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 www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Buena Park School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Transportation
- Transportation: Special Education

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,038	\$1,669	\$6,369	\$84,262
District	♦	♦	\$8,319	\$88,907
State	♦	♦	\$11,548	\$76,046
Percent Difference: School Site/District			-26.6	-5.4
Percent Difference: School Site/ State			-57.8	10.3

* Cells with ♦ 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.