



# Ralph Waldo Emerson Elementary School

7544 East Emerson Place • Rosemead, CA 91770 • (626) 307-3333 • Grades K-6

Ethan P. Stocks, Principal

estocks@gesd.us

http://emerson.gesd.us

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



### Garvey School District

2730 North Del Mar Avenue  
Rosemead, CA 91770  
(626) 307-3400  
www.gesd.us

### District Governing Board

Henry Lo

Keilley Meng

Vinh Ngo

John Nunez

Ronald Trabanino

### District Administration

Anita Chu

**Superintendent**

Anna Molinar

**Assistant Superintendent**

**Human Resources**

Grace Garner

**Chief Business Officer**

Dr. Tiffany Rudek

**Assistant Superintendent**

**Learning Support Services**

Rene Hernandez

**Director II**

**Student Support Services**

### 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 479 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 52%, Latino/Hispanic students make up approximately 35%, Students of Two or More Races make up just under 10%, and White students make up just over 2%. Fifty-six and a half percent of Emerson students are English Learners. Approximately 89.6% are Socioeconomically disadvantaged.

There are currently 19 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 learner students 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 re-designation.

**Emerson Elementary 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 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	98
Grade 1	73
Grade 2	70
Grade 3	68
Grade 4	66
Grade 5	60
Grade 6	79
<b>Total Enrollment</b>	<b>514</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.4
Asian	60.7
Filipino	0.6
Hispanic or Latino	33.3
Native Hawaiian or Pacific Islander	0.0
White	3.7
Socioeconomically Disadvantaged	86.4
English Learners	52.5
Students with Disabilities	6.8
Foster Youth	0.8

## 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			
Ralph Waldo Emerson Elementary School	16-17	17-18	18-19
With Full Credential	22	20	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Garvey School District	16-17	17-18	18-19
With Full Credential	◆	◆	
Without Full Credential	◆	◆	
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Ralph Waldo Emerson	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)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Company - Benchmark Advanced TK-6 Benchmark Education Company - Benchmark Adelante K-6  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Houghton Mifflin - Go Math 2015 Grades K-6 Student Edition Houghton Mifflin - Go Math 2015 Grades K-6 Student Workbooks  <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Delta Education - FOSS Next Generation Elementary K-5  <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Scott Foresman - Social Studies Grades K - 5 Holt - Ancient Civilization Grade 6  <b>Percent of students lacking their own assigned textbook:</b> 0%

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Based on recent site inspection on 6/24/2016, school grounds, classrooms, offices, cafeteria, library and restrooms were all found in good condition. No repairs are needed. On going 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: 01/29/2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 15: Speech Room:
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Speech Room:
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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

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	46.0	49.0	56.0	56.0	48.0	50.0
Math	41.0	47.0	52.0	54.0	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 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.

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.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.1	26.3	17.5

\* 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.

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	268	261	97.39	49.43
Male	152	148	97.37	42.57
Female	116	113	97.41	58.41
American Indian or Alaska Native	--	--	--	--
Asian	161	159	98.76	57.23
Filipino	--	--	--	--
Hispanic or Latino	87	84	96.55	34.52
White	13	12	92.31	58.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	229	226	98.69	47.35
English Learners	200	197	98.50	44.67
Students with Disabilities	27	27	100.00	18.52
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 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	269	263	97.77	46.77
Male	153	148	96.73	45.27
Female	116	115	99.14	48.7
American Indian or Alaska Native	--	--	--	--
Asian	161	160	99.38	61.88
Filipino	--	--	--	--
Hispanic or Latino	88	84	95.45	20.24
White	13	12	92.31	41.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	230	226	98.26	45.13
English Learners	200	199	99.5	44.22
Students with Disabilities	27	27	100	7.41
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 2018-19)

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, two student showcases/performances, and an annual Halloween parade. In addition, Emerson provides an ESL class for parents, monthly story time events for students in TK and Kindergarten (and their parents), and a weekly English conversation club.

### 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 2018. The plan details measures to be taken by staff and students during emergencies. The plan is continually revised to meet changing needs and situations. 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 matrices are posted and implemented.. The district provides a Saturday School program in which students receive instruction in school law, self-esteem and conflict resolution.

In addition, Emerson Elementary School consistently conducts fire drills, earthquake drills, evaluation drills, lock-down drills, and general disaster drills.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.2	0.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.7	1.2	1.3
Expulsions Rate	0.0	0.0	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	.5
Social Worker	0
Nurse	.5
Speech/Language/Hearing Specialist	0.50
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	24	24	25				4	4	4			
1	23	25	24				3	3	3			
2	22	24	23				3	3	3			
3	23	23	23				3	3	3			
4	33	33	33					1		2	1	2
5	28	29	30				3	2	2			
6	28	31	26				3	1	3		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

The Garvey School District is committed to promoting a quality professional learning community in support of student achievement. To this end, the District provides a range of ongoing research-based professional development programs and services for teachers, paraprofessionals, and administrators to promote continuous enhancement of their expert knowledge and skills in supporting student success with the use of LCFF, Title I and Title II funds.

The professional development programs utilize the coaching and trainer of trainers model. They are characterized by research-based principles with the focus on classroom transfer and application, supported by student work examination, lesson study, and reflective practices.

In addition to District program administrators, the Teachers on Special Assignments provide ongoing training and coaching support to instructional staff on the implementation of the common core standards and instructional strategies identified by the District and/or school in various disciplines targeting high-need student groups. Teachers are also engaged in regularly-held professional learning community activities to enhance collaboration and collective growth.

For 2018-19, the districtwide focus areas of professional development for teachers and administrators include: ELA/ELD curriculum, Common Core Math instruction, New Generation Science Standards, technology integration, positive behavior intervention, and leadership development. In addition, the District continues to provide extensive training for teachers and principals to ensure the development and implementation of curriculum and instruction in alignment to the new common core standards. Paraprofessionals are provided with training on strategies for English learners, low-achieving students, and students with disabilities.

In addition to ongoing quality professional development, special efforts are made to ensure that high-quality, highly-qualified teachers are placed in high need schools. The distribution of highly qualified staff by school is reviewed on an annual basis by the District to identify areas of need. Actions steps, including the transfer of highly qualified teachers and the placement of new hires, will be employed to ensure the placement of qualified teachers in high need schools.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,285	\$48,064
Mid-Range Teacher Salary	\$80,267	\$75,417
Highest Teacher Salary	\$100,165	\$94,006
Average Principal Salary (ES)	\$115,244	\$119,037
Average Principal Salary (MS)	\$121,984	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$187,560	\$183,692
Percent of District Budget		
Teacher Salaries	37.0	36.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,638	\$627	\$4,011	\$69,059
District	◆	◆	\$4,597	\$83,860
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-12.7	-10.1
Percent Difference: School Site/ State			-25.0	-5.4

\* 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.